

# CHILD WELFARE

## *The National Parent-Teacher Magazine*

Official Publication, National Congress of Parents and Teachers

Published Monthly September to June, Bi-Monthly July and August, by the CHILD WELFARE CO., INC.

### OFFICERS OF THE COMPANY

President, Mrs. Charles H. Remington  
Vice-President, Mrs. Hugh Bradford

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JUNE, 1931

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ADA HART ARLITT  
BLANCHE ARTER BUHLIG

ANNA H. HAYES  
GARRY CLEVELAND MYERS

Entered as Second-Class Matter, August 21, 1922, at the Post Office, Philadelphia, Pennsylvania, under Act of March 31, 1879.

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M. A. FERRE,  
Circulation Manager

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E. TWISS,  
Business Manager



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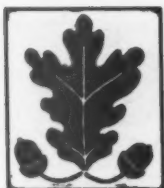
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# Who Wrote It



# How To Use It

J. Milnor Dorey is executive secretary of the Progressive Education Association.

Annie Rogers Knowlton, of Cambridge, Massachusetts, prompted by her own experience as a hard of hearing child, has long been interested in readjustments in the lives of children similarly handicapped.

Olivia Liebheit Ure is a graduate of Columbia and has taught in a New York settlement nursery school. She lives in South Bend, Indiana.

Walter MacPeck is a resident of Washington, D. C.

Rebecca Stanley Platt, who lives in Larchmont, New York, has been a teacher and is the mother of three children ranging in age from eight to fifteen. Mrs. Platt writes: "This (article) is prompted by observations and practices covering a period of ten years. It works!"

Caroline Barron is associated with the Kenwood School in Minneapolis.

William A. Murrill has been assistant director of the New York Botanical Garden, has traveled widely in search of specimens, and has written much on scientific subjects.

Rachel Ash is a physician in Philadelphia.

Kathryn Munro (Mrs. J. F. Tupper) lives in Toronto. A busy homemaker, mother, and clergyman's wife, she also finds time to write. Two volumes of her verses, published by the Ryerson Press, Toronto, are *Forfeit and Other Poems*, and *Under the Maples*.

Roscoe Pulliam is superintendent of schools in Harrisburg, Illinois, and author of the book, *The Extra Instructional Activities of the Teacher*. Still a young man, he has had teaching experience in every part of the American school system from rural and city elementary schools to the university.

J. Lilian Vandevere began toy orchestra work as an adjunct to her piano classes. She is chairman of Toy Orchestras and Rhythmic Bands for the Junior Division of the National Federation of Music Clubs.

Alice Carter Querfeld's work is with the United States Bureau of Home Economics, in the division of textiles and clothing.

Elizabeth Tilton (Mrs. William Tilton) is chairman of the Committee on Legislation of the National Congress of Parents and Teachers.

June, 1931

Notice the pages for program makers!

On page 594 is an announcement of the *Home Economics Course*, prepared under the direction of Dr. Margaret Justin for study groups and parent-teacher associations next year. This course is based on the reports of the White House Conference and reliable textbooks. Page 596 gives the books for summer reading preliminary to the Parent Education Course which was outlined by Dr. Ada Hart Arlitt in the May number.

Some of the articles this month may be classified thus:

For Preschool Age—*The Sand Box* (page 591); *A Lath Playhouse* (page 601); *Children's Outdoor Play Suits* (page 620).

For Grade School Age—*Our Harassed Parents* (page 582); *Stupid* (page 587); *The Observation School* (page 600); *Canadian Forest Schools* (page 609).

For High School Age—*Teamwork in the Martin Family* (page 595); *A Father's Letter* (page 607).

Other articles relate to the interests of children at more than one period of their development. Such articles are: *Children and the Movies* (page 598); *Mental Quirks and Physical Ills* (page 602); *Vacation Program for Boys* (page 611); and *The Wickersham Report* (page 635).

"What shall we do now?" is a constantly recurring vacation question. *The Sand Box*, *A Lath Playhouse*, *Vacation Program for Boys*, and *A Toy Orchestra as a Vacation Project* ought to help answer the question some of the time. These articles are based in large measure upon the two constructive ideas of group play and self help.

Many readers, we hope, will be stimulated to make a careful and intelligent study of the motion pictures given in their communities through reading *Children and the Movies*. Here is a place for teamwork and for mutual understanding.

Are you an "harassed parent"? Read Mr. Dorey's article and make up your mind to which one of his groups you belong, and if you believe in Progressive Education, find out how you can begin to have it in your town.

Teachers and school executives will be interested in school problems discussed in *Stupid*, the story of a boy whose deafness had escaped the notice of his teacher; *The Observation School*, which sets forth the purposes and uses of the demonstration school; and *Canadian Forest Schools*, which records a successful experiment in outdoor schools for delicate children.



BETSY ROSS HOUSE, PHILADELPHIA

Miller

Ye clustered stars that gleam above,  
Our darkness turn to light;  
Reveal to men Heaven's law of love—  
Then ends the world's long night.

—"The Flag," by Bishop Henry C. Potter.



# What Shall They Do?

**F**OLLOWING the White House Conference our attention has been directed to the consideration of the work that might be done for children in guiding them toward vocations. It is a subject worthy of our interest and effort.

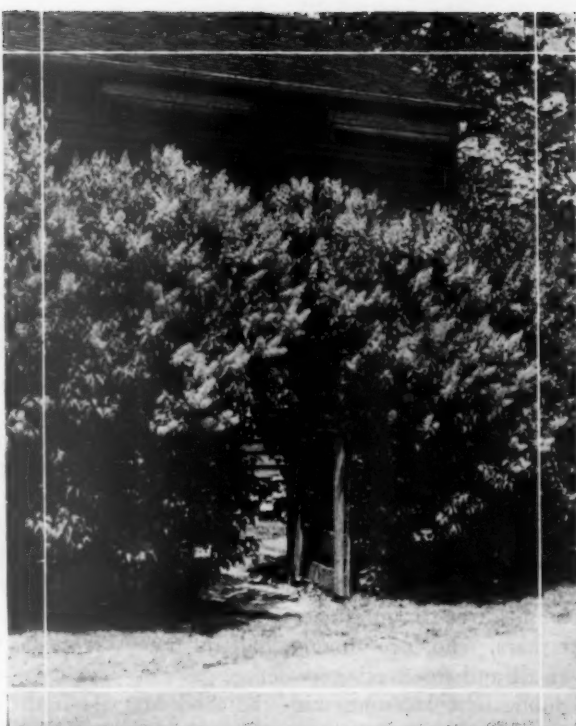
Every parent wants his child to succeed; he wants him to be finer and better than he has been; and he hopes that financially his child's life may be one of comfort and security. All too frequently, however, he desires his child to follow traditional family occupations and professions regardless of the child's interests and capabilities.

Today there are many new occupations and new fields for vocational developments. The opportunities they offer for success are greater since there is as yet no overcrowding. The pleasure in a new type of work is comparable to that of an adventure. Its novelty and romance promise happy and successful careers, provided the child is physically, mentally, and temperamentally suited to them. Many parents are unaware of these new vocational developments.

In the past we had apprenticeship where children learned to do by doing, but the school had not then evolved to its present educational status, nor had the rapid extension of machinery developed the skill that was once human. Modern vocational schools now develop both theory and practice, and along with educational information comes technical skill. Parents should see these schools to appreciate them, and if there are none available, they should seek to establish them.

There is great need for the guidance of youth in the choice of a life work in order to prevent the loss of time, energy, and enthusiasm. Parents may and should seek the assistance of the school in determining how to assist children to find their life work. Colleges are making a decided effort to train teachers in vocational guidance and should be encouraged by our cooperation.

Children frequently display through their play the interest that later becomes fixed and controlling; in some cases that interest must be set aside because other personal traits preclude success in that field. An observant parent may cooperate with the school adviser in assisting youth to make a wise choice.



*Mrs. Hugh Bradford*

*President, National Congress of Parents and Teachers*

# Our Harassed Parents

BY J. MILNOR DOREY

**R**ESPECT for their elders." In that one phrase is bound up all the law and the prophets of education, as far as many parents are concerned. Outside of that they either don't concern themselves at all about the education of their children, or they concern themselves too much. In both instances they consider themselves very much harassed.

What can be done to ease the temper and the conscience of the harassed parent? The job is not simple because there is usually too much temper, too little conscience, and much misdirected intelligence. Our wise forefathers, who, presumably, had no temper at all and too much conscience, gave us the public school system with the thought, perhaps, that parents were not fit teachers and that the state had better relieve them. It never occurred to them that parents themselves needed education. At all events,

they started in on the children, and it has now become quite a business.

But the parents have never been altogether satisfied, and have grown more discontented as time has gone on. Who is it that orates about our "glorious public school system"? Never a parent. It is the school superintendent when he is defending the mounting costs of public education. Who is it that sympathizes with the teacher of forty children in a class, five times a day? Never a parent. The teacher has to sympathize with herself. Who is it that wonders what this adult world is all about, and why it is so vastly important that it must be copied and wedged into? Never a parent. It is the children themselves.

Why, then, the harassed parent? The schools have taken the children completely over. They have long ago discarded the notion that schooling is an abbreviated piece



*A scene from "The Taming of the Shrew," given by eighth and ninth grade pupils of the Chevy Chase, Maryland, Country School*

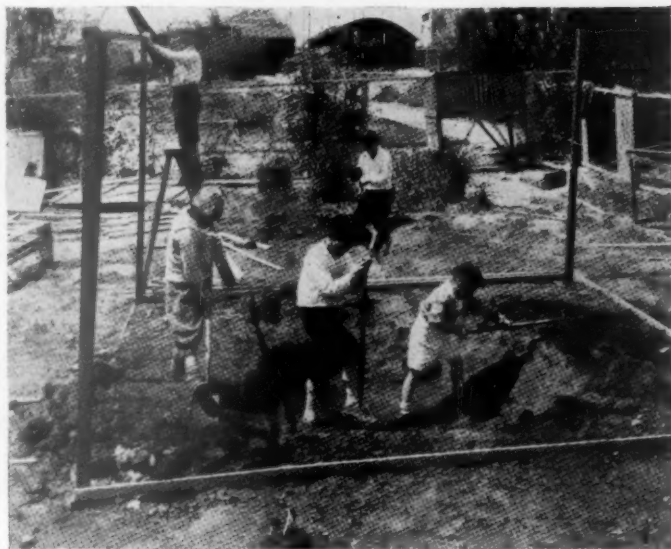
of work, with prescribed tasks and an abrupt terminus. The huge, complex public school system, with its varied courses and its long list of extra activities, would seem to engage the whole life of the child. And to this we have added fringes. We now go back to a highly specialized kindergarten format, and still further back to the nursery school. Then, we have gone ahead and have stirred up the colleges so that they have come to do something else than lecture and hold examinations. Everyone is quite serious about it.

Books have been written on all phases of it. Periodical literature is full of it. Educational conventions are loud with talk—all to relieve the harassed parent. So why all the worry?

The trouble is, the harassed parents won't stay put, and their complaints have become troublesome. Whether they don't concern themselves at all about education, or whether they concern themselves too much, the air is vocal with their protests. "I can't make my children do this." "The schools don't do that." "I haven't time to bother." "I'm going to see that something is done."

### *Parents Who Are Not Concerned With Education*

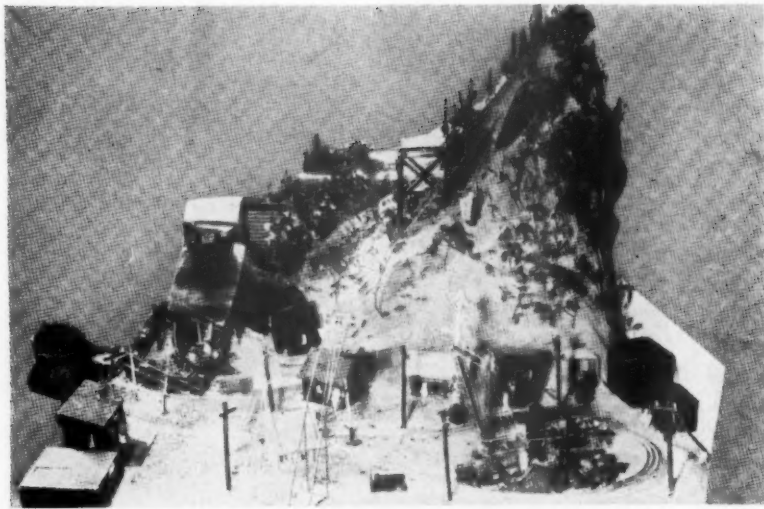
THE parents who don't concern themselves at all about education are divided into two groups—those who frankly don't give the subject a thought, even though they have children; and those who have at some time examined the whole educational structure, particularly the "new education," and have decided that it is all "bosh." The first group may have no education themselves, are money or society mad, or are so bewildered with life in general that they can't make head or tail of it. So they let their children absolutely alone for the schools,



*Second grade pupils in Los Angeles, California, making fish pond and bird house for Pet Park*

the streets, the movies, and the back yards to do with them what they will. And their children become *barbarians*. Many outgrow these early impressions. Somehow, by the grace of what is in them or by some accidental force, they emerge into consequence of some sort. Their parents will wonder at that, but they can't explain it. Meanwhile, until the children are out of their hands, they knock them about whenever they get in the way of adult concerns.

As to the second group who have concluded that all education is "bosh," they proceed on some negative program of their own. They object to the over-attention given by the schools to their children. They can see no sense in the hordes of specialists who examine and probe and map out. They dismiss it all with the one assertion, "Let the children alone." This means that they actually believe children have a period in their lives when they are entitled to make their own contacts, their own investigations, their own reactions. So, acting on this theory, they also let their children alone. That is, they systematically let them alone. They stage an atmosphere of license. If the children want to study, well and good. If they want to go to the movies or the dance,



*Coal mine made by children and run by electricity, Morristown, Pennsylvania, Public School*

or to ride about in automobiles, or use slang, or fight, or learn life first-hand, all right. And the children become *sophisticates*, knowing everything before they have grown up, hardened, cynical, blasé.

### *Parents Who Are Too Much Concerned*

THE parents who concern themselves too much about education are also divided into two groups—those who believe that the old-fashioned education is still the best; and those who are strong for any and all reform. The first group longs complainingly for the hard seats, the hours of drill, the midnight lamp, and the birch rod. They are forever talking about it. At the first opportunity they prance down to the school and tell the principal or the teacher what they think of them. They want their children to work. They want them to read, write, and cipher. They want them to be taught facts and to remember them. They want them to learn to obey—their parents. They want them to stay at home and not to have any fun. They don't want to be bothered with their questions—that is what the school is for. They want—ever so many things. If they have their way and find the type of school that suits them, they help in the process of turning out a tribe of children with *inferiority complexes* by employ-

ing the same rigidity of discipline at home. The children are afraid of their teachers, afraid of their parents, afraid of life. They are timid, repressed, mediocre nonentities, laggards in the general procession.

As to the second group in this over-anxious class, they are so much concerned about reforming the schools that they accept every newfangled notion as soon as it lifts its head. They also pester the school principals and the teachers. They remind them in forcible language that their children are exceptional; that they must be given individual instruction. They want the whole school machinery reorganized so that their children may derive the chief benefits. The schools should apply this test, that scale, and their children must be constantly surrounded with the proper environment for learning. The exact bents, powers, habits, and potentialities of the children should be ascertained, and just the right work given to permit them to emerge as unique specimens. The teachers are too machine-like; they don't study the children's natures. The schools are not provided with the proper equipment. The children don't have enough to do along the line of their particular interests. And so on. If they get their way, their children turn out to be *nervous wrecks*. They are excitable, over-expressed, self-willed, one-sided, erratic, unsocial animals, misfits in a workaday world.



### *Parents Who Hold a Middle Course*

A DEPRESSING picture, and a doleful set of beings—both parents and children. But there is a third set of parents yet unclassified. They haven't so far had much to say, but they are coming strong. They neither ignore entirely the educational process, nor do they meddle; and they are not harassed. They welcome the whole business calmly, sanely, gladly. They consider everything intelligently, including their own shortcomings and their children's. They don't believe that the schools were specially created for their particular offspring, nor do they remain quiescent when the schools do not give value for money spent. Moreover, they don't consider that they know it all, and are quite willing to defer to the pedagog in the same spirit in which they defer to the judgment of their doctor or lawyer. They honestly believe that schooling never stops for anyone, and that there are a few things left to be learned.

These parents, however, are not vociferously vocal. They do not rend the air with anathemas about the standardized school, which is struggling hard to do its best with mass education, nor do they label all efforts to remedy outgrown conditions as "bosh," "rubbish," and "mush." They are quietly taking their children out of schools where there isn't a glimmer of an idea that life and education are one, and where children are trained in an abstract atmosphere under artificial rules for a future life which the school curriculum in no way covers. On the other hand they are not putting their children into schools where the youngsters do as they please, and where the policy is to discard everything that has ever been done and to try anything once; and if it pleases the children, to try it again. These schools in no way represent the honest, intelligent efforts of the minds that are working on the problem of adjusting education to a changing world. But there are schools—many of them—which do fit into present-day and future needs, and these parents are sending their children to such schools.

June, 1931

### *The "New Education"*

UNFORTUNATELY such schools do not shout their wares from the housetops. The other type does, and in consequence all the strictures on the "new education" are based on evidence manifest in this type of school alone. Perfectly well-intentioned persons, advertised for their "understanding of children," and more or less in the confidence of the public, go into a species of hysteria over anything at all in the "new education," rush into print, and in this way do serious damage to a movement which, as Dr. Eliot, former President of Harvard, put it, "is the most significant movement in American education today."

This movement has grown quietly, steadily, during the past twenty-five years, in the minds of the most alert educators and the most thoughtful parents all over the country. They are dissatisfied with a standardized education, of course, but they don't condemn or throw into the discard everything that has been done. They merely believe that "the lessons of life may be learned naturally under friendly guidance in an environment of freedom suited to the age of the learner." By "naturally" they mean without force or fear of punishment, and stimulated by real interest. By "friendly guidance" they mean a corps of teachers who are friends and learners themselves, not policemen. An "environment of freedom" does not mean license for the children to do what they please, but opportunity, with proper incentive and a flexible course of study, to pursue thoroughly what is at hand to be done. By "the age of the learner" is meant the common sense adaptation of work according to age, ability, and experience.

To accomplish this, these schools provide a beautiful plant, efficient equipment, and healthful surroundings. They do not overload teachers with pupils. They have sense to know when the various tests and devices have done their work. They act on the principle that children have rights, but rights wisely guided to meet adult criteria. They believe that not all learning is to be found in books. But they don't run mad with fancy schemes to bring the world into

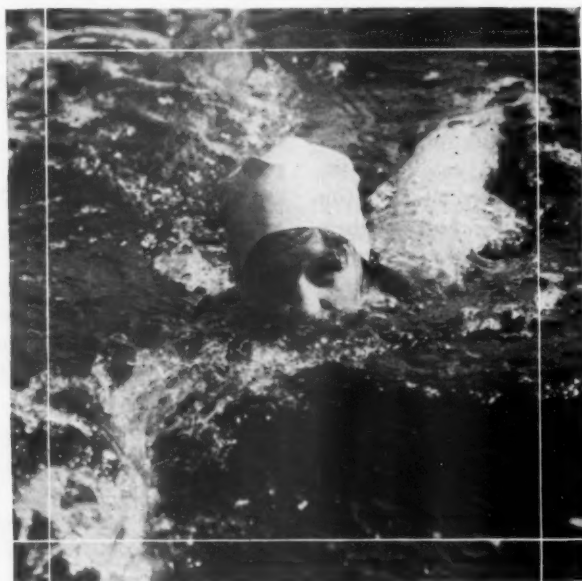


the classroom, or the children out of it into adult occupations. They want healthy, happy, hard-working children, and they have them, children who are made to believe that they have a right to cultivate their own powers—not the powers of their companions or of their teachers—and are given confidence in those powers. The children learn. Oh, yes, they learn hard facts, and they know that they must earn a living. But these children are taught that earning a living is only the means of living a life. Earning a living—that is as far as some parents go, and the sooner they can shove their children out, the better. They have concluded that the world is pretty well established, and that nothing can be done to improve it. But the children in this type of school are having wistful notions that perhaps they are destined to make the world a little better.

Where are these schools? They are scattered all over the country in every community where this type of educator and this type of parent exists. They are becoming legion. The spirit of this sort of school is fast permeating every school system. It may be found in any town, if one looks for it—in the superintendent who gives many hours of anxious thought to his vexing prob-

lem; in many a teacher, hidden away in the machine, but who, in her little niche, is doing a piece of work no system can squelch.

But the harassed parents who really want release from their alleged problems must first accept the problems as opportunities. It may mean a little less bridge, or a little less money, but the substitutes will be found to be more profitable. Each supposedly trivial annoyance, each subject for even graver concern must be faced as so much adventure in the game of mind, heart, and personality. It is not necessary to buy the latest book on education, or to run off to a clinic, or consult a specialist. What the parents need to do is to search their own lives and interests, and to approach the problems at hand in the light of their own solutions—or failures. The school will gladly and intelligently cooperate, if the right spirit is shown toward the school and the teacher. It is entirely possible to work out a common sense educational philosophy which will not make of children robots, Don Juans, or Little Rollos. There are schools doing it; there are many homes with "nice children" in them, "well-brought up." The whole educational field is not full of roots, stones, weeds, and muck, despite the extremists and malcontents who fly off the handle.




© Warren Boyer

*Summer Sport*

# Stupid

BY ANNIE ROGERS KNOWLTON

 LITERALLY ran into him as I was striving to enter the schoolhouse. He was in line to enter, but was scuffling mightily with a pupil ahead of him. His face was round and freckled, his eyes bright as those of a Skye terrier. But instead of the mischief I had thought to surprise in them, they held such a look of timidity and fear when raised to mine, that it brought a lump into my throat.

Interested now, I followed him to his classroom—the fifth grade. As the teacher, Miss Walters, gave a low-voiced command to take out the writing books, my glance was fixed on the boy. He paid absolutely no attention to the spoken order.

"Stupid!"

He jumped at the teacher's sharp tone, and lifted those dazed, unhappy eyes.

"Which lesson, please?" he faltered.

"You would have known, if you had been paying attention." She turned to me. "That boy is the bane of my existence. He buries his head in a book and I may talk myself hoarse without result."

"What did you call him?" I questioned pointedly.

She had the grace to flush. "Stupid. The boys all call him that. They would not recognize him by any other title."

"They should be taught to," was all I said. But I confess to a baffling amazement when, some time later, I saw the boy engaged in a hand to hand tussle with the youth in front of him.

It was this youth who answered Miss Walters' sharp question.

"Stupid pushed me."

Anger flashed in Stupid's black eyes.

"'Tain't true. I was just trying to see the lesson he was doing."

"As usual, Stupid. More lack of attention. You should have known the lesson."

"You always blame it on me," stormed Stupid, stung past control.

"That will do. You may both stay after school."

She allowed an instant for order to be resumed, then, in the low voice in which she customarily addressed the pupils, she said:

"The class in reading."

Obediently the children put away their writing. Stupid alone resumed his pen and went diligently to work. Even I was startled by Miss Walters' almost fierce:

"Stupid, take out your reader at once!"

The boy's face flushed. He did as he was bidden, and for a while his eyes attempted to follow, as the children read. But soon he lost all interest.

"The next paragraph, Stupid."

"Don't know the place," was the laconic reply.

"What—again?"

I interposed. "Would you kindly tell him where to begin? I am interested to hear him read."

She hesitated, then complied. Thus aided, the boy lost no time. Glad color came to his cheeks, his eyes brightened. And he read well—surprisingly well for one of his age. He was reluctant to stop.

This added to the puzzle I was intent to solve. At the close of school I waited outside until the long minutes had passed, for Miss Walters made good her threat of detaining him. When finally he appeared, it was with such a sorry face I just whipped him into my car and carried him out into the country almost before he could express his delight at such an unexpected proceeding.

"Gee, but this is some car! How'd you happen to wait for me? Nobody 'cept only the boys seem to want me 'round." His face clouded.

"That's just why I waited. Why don't

people want you? But first, what is your name?"

"My real name's Andrew. Mother calls me Andy, but Dad——" his eyes fell.

"What's the matter, Andy? Can't you tell me?"

"It's all on account of my head, I guess. Dad's ashamed of me. 'N I'm his only boy. The girls are bright. Do fine at school. An' Dad had hoped—— Oh, I guess I'm stupid, all right." His voice trailed off.

"No, no," I broke in, "I don't believe it. Why can't you learn your lessons?"

"Do learn 'em all right at home. But at school——" he shook his head despondently. "Miss Walters rattles me—and it's all up. I get mad, an' then I don't care. 'N she gives me bad marks. Look at that!" He thrust a crushed report card into my hand.

It was pretty bad. Low marks everywhere, especially in conduct and attention.

"Dad'll lick the tar out o' me, when he sees it, an' I'd hoped——" Suddenly he crumpled up and began to shake with sobs.

I stopped the car. I gathered him into my arms where he wriggled uncomfortably for a moment, but finally poured out the whole pitiful tale.

His first years at school had been fine—good scholarship, parents happy. Then came sickness and a tedious recovery. After that, nothing went right. Reports went from bad to worse, for what reason he could not tell. He tried—hard. Nothing seemed to help. His father had whipped him after the last report. He was mortally afraid to present this one.

I told him not to worry. I would visit his parents soon. And I set him down near home, somewhat comforted. But I could not dismiss him from my thoughts. The next afternoon found me again at Miss Walters' room. Andy was not there.

"Playing truant," his teacher explained stiffly. "Acted like that the last time I sent his report home."

"But how do you account for his stupidity—his lawlessness?" I questioned.

"That is what is so exasperating," she flamed. "He could do well, if he only would. But he will not pay attention, and if I scold, he becomes unmanageable."

I recalled the sobbing little figure of the night before, and wondered. But before I could work out any solution, the door was flung open, and the truant officer entered. Dragged by one reluctant arm was Stupid!

His eyes were swollen, his face blotched with prolonged crying. Miss Walters stepped forward, but I intercepted her.

"I think this is a case for the principal," I stated positively, taking Andy's hand and drawing him toward me.

The teacher bit her lips. But Andy voiced protest.

"Please, please don't take me to the principal. She'll like to kill me. Miss Walters says she's fierce with boys who play hookey."

"Miss Bell is my particular friend, Andy. She understands little boys. She may even be able to tell you how you can do better in your classes."

The boy's eyes searched my face incredulously. But at last he yielded to my assurances and, in spite of the manifest disapproval of Miss Walters, I led him away.

We found Miss Bell busy in setting up a new instrument that had just arrived. She allowed us to watch her a few minutes before hearing what I had come to say, and in that time Andy's interest overcame his fear. Miss Bell was a beautifully understanding person. As her eyes met Stupid's I felt she experienced some of the same magnetism that had attracted me to the boy.

"What is the matter?" she enquired, so impersonally it might have been addressed to either of us. My heart leaped as Andy took it upon himself to reply.

"I played hookey. Mr. Masters found me and brought me back," he said bravely, though his chin quivered.

"Who is your teacher?"

"Miss Walters."

She nodded, her lips tightening. "Why did you play truant?"

His chin quivered a bit more. "Because it's so awful hard. I can't do anything the way Miss Walters wants me to—seem's if. She says I don't pay attention. But that ain't it—truly. I don't know what is the matter. But when she jaws so, I just get mad and don't care."

"Andy," said Miss Bell, "suppose you go to the farther side of the room, and turn your back to me."

Wonderingly the boy obeyed.

"Now tell me just what I say." Miss Bell spoke loudly and distinctly. At Andy's nod of understanding she continued, in her usual conversational tone, "Would you like to help me do something?"

To my surprise the boy did not reply. Miss Bell repeated, in a much louder tone of voice. Instantly Andy turned, respect forgotten in surprise.

"Aw, quit your kiddin'. Me help you—why, what could I do?"

Miss Bell turned to me. Her eyes glistened suspiciously, though her lips smiled,

"I think I have discovered the trouble," she said gravely, "and it so happens, Andy, that you really can help me make an experiment. Do you see this new instrument? Something like a victrola, only with ear-phones instead of a horn?"

The boy nodded eagerly.

"It is for use in all the classes. I want to make sure it works all right. Will you sit down at the desk here, put those phones over your ears, and listen to the numbers someone is speaking? On this paper you write the numbers just where the voice tells you to. Want to try?"

"Sure!" The black eyes sparkled.

Miss Bell handed me a second pair of phones, and seated me, equipped with paper and pencil, at another desk. So it was that I listened for the first time to the 4-A-Audiometer, a recent invention for the prime use of testing the hearing of school children.

As I rapidly filled in the spoken numbers, I watched Stupid. For a while his pencil flew. Then as the words were spoken more and more softly, I saw the puzzled look creep back into his face. He darted a glance at me, perceived that I was still writing, and his worry deepened.

At the close of the test which was made first on one, then on the other ear, Miss Bell took the papers. Her face was alight with satisfaction for the success of the experiment, but touched with regret as her glance rested on the boy whose written

work proved beyond doubt that he was suffering from almost a fifty per cent hearing loss.

"We are going to try to introduce the audiometer tests into all the schools," explained Miss Bell, "but first it is necessary to educate the public to the necessity of having hearing tests as comprehensive as those for sight. Surely here is a case in question." She turned to face Andy who had not heard her low-voiced explanation, but stood, with his customary bewilderment, vainly searching our faces for a clue to his lack of understanding.

"Andy," she said distinctly, "there is no reason in the world why you can't do well in school if you will work as I tell you to. Will you?"

"Will I? *Won't* I?" he exploded, the eager look once more in his eyes. "Can you make me bright like the other kids—bright as my sisters—and not a stupid?"

"You aren't stupid, dear boy. It's your ears that are to blame. See."

Carefully she explained the audiometer and showed him how far his hearing fell short of the normal.

"But I ain't going to be stone deaf?" Fear was uppermost now.

"I trust not. But I cannot tell. Whether you are or not need not worry you. We can help you overcome it so that you can go on with your classes. First, you must see a good physician, who can tell whether there is any help for your ears themselves. And then—if you can believe it—we will find a teacher who will show you how to tell what people are saying just by watching their lips. And then——" she concluded, with a note of triumph, "you will be able to go on with your class."

"Will I have to go back to Miss Walters?" he queried anxiously.

"Not if I know it," she replied impulsively.

He drew a breath of relief. Then, very wistfully. "Will Dad understand?"

"I shall see to it that he does," I volunteered, certain that if Miss Bell was confident, I need have no fear.

"Is it true?" I questioned. "Can he really go on, like a normal child?"

"Quite true, if he is half as bright as I believe he is, and studies speech-reading—or lip-reading—as he should. It is bound to revolutionize all our dealings with the hard of hearing, if we can but discover the defect early enough in their lives. Those who can be saved by science, will be. Those who cannot, must learn speech-reading. The audiometer is the first great step at discovering unsuspected hearing loss. It must be introduced into every school in the country, and then teachers, as well as pupils, must be taught how to make understanding possible. We shall be spared more than half—or more—of the 'repeats' we now have in classes. Of course we must train teachers in speech-reading. And we must so direct the lives of the deafened that they shall fit themselves for only such work as they can accomplish without hearing."

It took much time and patience for me to make Andy's family appreciate the boy's great handicap, and to cooperate with me in securing for him good instruction in speech-reading. But it was accomplished. And the last time I saw Andy he was holding his own in junior high, and had lost, forever, his ugly nickname of "Stupid."

*AUTHOR'S NOTE.—This story is no exaggeration. Too often faulty hearing has been the cause of trouble and a great deal of expense in the schools of today, for many of the repeating pupils have been found to be suffering from unsuspected deafness, largely owing to the lack of dependable hearing tests. That parents may be made to realize the possibility that hearing loss can be responsible for a child's apparent stupidity, or even lawlessness; that schools and parents may emphasize the necessity of proper tests, succeeded by examination by otologists where necessary; and that proper instruction in speech-reading may be as much of a civic duty as the teaching of English to the foreign born, this story has been written. If children would develop normally it is essential that they have the companionship of normal children. Speech-reading can enable them to keep on with their regular classes in many instances, and also indulge in the normal activities of child life. Later it is the key that unlocks, for the deafened, the doors to self-support and self-respect.*

"No matter Who you are or What you do, the biggest asset you have in Life is your Health. It gives you the ability and power to do things. Take good care of it."

## Safety for the Fourth

### *Here's What Fourth Fire-works Do*

Destroy eyesight  
Cause lockjaw deaths  
Mangle fingers and hands  
Make cripples for life  
Cause injuries from flying glass  
Destroy homes by fire  
Cause fatal clothing burns  
Poison many little children  
Injure innocent animals  
Cause gasoline explosions  
Injure swimmers in water  
Cause automobile accidents  
Waste lots of money  
Make too much noise  
Cause neglect of better fun

### *Don't, Don't, Don't, Don't, Don't, Don't!*

Don't hold firecrackers in your hands  
Don't fool with firearms  
Don't throw firecrackers  
Don't shoot them off under bottles  
Don't play pranks with fire  
Don't permit flames to spread  
Don't carry fireworks in pockets  
Don't fool with dynamite caps  
Don't believe sparklers are harmless  
Don't play with toy pistols  
Don't take chances in swimming  
Don't let any kind of accident spoil your glorious Fourth

### *Here Are Some Precautions*

Keep first aid equipment handy  
Know how to use it  
Know Prone Pressure Resuscitation  
Treat all minor injuries  
Smother clothing fires  
Use lockjaw antitoxin  
Stamp out little fires  
Join in community fireworks  
Drive safely, carefully, and sanely  
—National Safety Council.



# The Sand Box

## *Creative Play for the Preschool Child*

BY OLIVIA LIEBHEIT URE



© Iowa Child Welfare Research Station

*When sand is spilled, play must be interrupted while the floor is swept.*

**A** GREAT many of the child's attitudes and emotional habits are set by the time he reaches school. What do we want to give our children in those first precious years of play which will develop dynamic personalities? How can we bring out resourcefulness, adaptability, poise, independence, and self-confidence?

One of the play materials which I believe from observation in play groups and individual play ranks among the best in possibilities for experimentation is the sand box. Here lie endless opportunities for resourcefulness and creativeness, as well as for the social adjustment which comes through contact with neighborhood children. A sand box is a very commonplace sort of thing, and yet relatively few children have one of their own, or even have access to one. Our Junior's must be the only one in our neighborhood. Otherwise children up to nine years of age would not be flocking to it.

Here is a typical play experience. A group of four children range in age from twenty months to four years. Twenty-month-old Barbara is having an absorbing time putting fistfuls of sand into a can and patting down the sand. Thirty-month-old June is building a chicken house and yard for her little chickie. She has dug a hole for the house and is making a wall around the yard. Three-and-a-half-year-old Roland has built a railroad system with its roadbed, tunnel, and bridge, while four-year-old Russell is making the station and train yard with the

help of a few bricks. Each is working out a separate project. The younger ones are playing by themselves, yet are happy in the presence of others. The older ones are working together.

Here is another form of experimentation. Junior's mother and daddy are great believers in sand, so the child has one sand box in the back yard for good weather, one on the back porch for rainy days, and a third in the well lighted, warm basement. He had seen his daddy shovel sand from the box in the back yard into the wheelbarrow and put it in the box on the back porch. The next day he got his dump truck, built a road out of boards, bridged the back steps, and proceeded to haul more sand from one box to the other. He called for help on the boards up the back steps, and for a platform from which to dump the sand. He then shoveled sand into the dump truck, hauled it over the road and dumped it into the back porch box. He kept at it for two hours.

Again, there is the sand box in the basement. This past winter when we had some exceedingly cold, raw days, we let the children play in our light, well ventilated basement, where they have a sand box on legs. One day shortly after nine o'clock Roland and June went to their toy shelf, got all their pots and pans (some discarded from the kitchen), their sieve, powdered sugar shaker, salt and pepper shakers, aluminum

molds and spoons, and went to the basement. Roland came up soon afterward and got one of his books. When asked what he wanted with a book in the sand box he said, "Well, you have one when you're cooking." When Mother happened down later they were sifting sand, stirring it up with water, shaking alleged sugar, salt, and pepper on it, molding forms, and putting them in the oven of the old gas stove. What creative fun! Then they came up in great excitement to get the dollies to be fed. They used a box for a table, carried down their own chairs, put bibs on the dollies, and fed them. The dollies were then put down for a nap. They played this game for two hours and a quarter.

Another good place for a sand box is in the kitchen. In case the basement is not suitable or in the case of an only child who wants to be where Mother is, a grocery box full of sand in the kitchen will more than repay the trouble of sweeping up the sand spilled on the linoleum. I know of one mother who had one in the kitchen, and this is how it happened. The family had gone to a nearby lake over the week-end, and brought home a boxful of sand. It was put in the kitchen that evening, other disposition to be made of it in the morning. The next day as Mother was preparing breakfast, eighteen-month-old Henry started playing in the sand. Mother's first impulse was to say, "No, he'll get it all over the floor." But then came the thought, "Why not?" At first the child liked to let it run through his hands, or a funnel, or a perforated spoon. Then he liked to fill a pail with it, or dig in it with a spoon. And he liked to pat it down. Then came sand pies and tunnels with the sand moistened. The hours of experimentation it afforded him

were worth the few minutes it took to help him sweep it up afterwards. Now Henry is eight years old, but he still enjoys hours in the sand box, and is building the more intricate things which come within his experience.

If there are several children under four years of age, or if the room is very crowded, I should question the advisability of a sand box in the kitchen.

The sand box is a great instrument for social adjustment. Very young children are gregarious rather than social. They don't want to play with others, but they want to play where there are other children. What

better place than the sand box for a number of children to be together, each playing by himself? Here, too, the older child can occasionally be thrown with the younger one to advantage. If together constantly, the younger one may either just sit and watch, or be overstimulated. Or he may merely be the willing slave of the older one. But if they are together now and

then, the younger one will imitate or gather new ideas to be worked out later. The older children will understand and respect certain times when they can come.

And best of all, the sand box is within reach of every parent. A large packing box, not too deep, will answer the purpose if Daddy hasn't time to build one. You may be able to buy cheaply the box which builders have been using to mix mortar. New lumber is a bit expensive, but old lumber from a wrecking concern will do just as well if you have to make one. A partition in the middle to separate dry sand on one side from wet sand on the other will give wider possibilities of experimentation, provided the box is big enough to divide. A lid is indispensable for protection from dirt and



*Learning to respect the rights of others at the sand table*

stray animals, and also to let the children of the neighborhood know when it is time to go home. It may also serve as a platform to stand on when the ground is damp. A few boards may be laid at the sides of the box to keep the children from the damp ground. For the box in the basement, take a large box from the grocery store, nail four boards to it for legs, and make a shelf at the back for implements. It should be raised from the floor, to keep the children from sitting on the cement and keep them out of the box, and also to prevent sand from getting all over the house from their shoes. The sand

may be obtained free from a nearby lake, river, or ocean, or a cubic yard of sand may be purchased from any building material company. This is enough for three big sand boxes. What toy at \$2.50 would give equal joy and value?

The equipment is very simple and inexpensive. First, spoons and shovels, pails, trowel, rake, hoe, pans, funnel, colander, perforated sink shovel, powdered sugar or salt and pepper shakers, cake and jello molds. Some water should be available to stir up cakes, or to make lakes and rivers. A few bricks or boards will help in building. Durable utensils should be selected. Children may be allowed to take their toys out to the sand box with the understanding that they are to care for them and bring them back to the house when they are through playing. Certain toys may be left in the sand box to give more opportunity to work out ideas. A truck, auto, train, or boat gives that much more opportunity for building, though we have used pieces of wood for substitutes.

And, of course, it is up to the children to take care of their sand box. The implements must be put in a box on the back porch, the toys must be put away, and the children must try not to bring too much sand on feet or clothing into the house. And

yet what are a few grains of sand on the kitchen floor compared with the healthy development the child is getting!

The place for the sand box is where Mother can keep an eye on it from the kitchen, sewing room, or wherever she may be spending a good part of her time. This creative development will not go on altogether undirected.

The children may occasionally need five minutes of Mother's time to work out a hard problem; they may need to borrow an idea occasionally; or they may need to be encouraged and praised for their simple endeavors when an older child is

### SAND PILE

By LENORE EVERSOLE FISHER

A smudgy cheek, a dirty hand,  
A shoe that's scuffed and full of sand,  
A tousled head of soft brown hair,  
A stocking torn beyond repair,  
An old tin can, a broken toy,  
Incessant chatter, songs of joy—  
Ah, sweet is life at a sand pile,  
My ragamuffin with your smile.

making something more intricate.

Any child who has not had a sand box is likely to need some help at first. And children differ in imagination. At first Junior didn't enjoy his dry sand box, but whenever he went to the beach he loved to dig in the sand. This suggested that wet sand was what appealed to him, because he could build with it. Sister at the same age enjoys just watching the dry sand flow through her hands, a funnel, a spoon, a pail, or out of a bottle. Or, she will fill containers with dry sand and set them out in a long, neat row. So, watch the child and encourage him in whatever he does. We may need to give him a new idea once in a while, especially the older child who has not grown up with a sand box. He may want the sand moist so that he can build, and he may want help in working out his ideas till he gets started. He will always appreciate your interest in what he is doing. And if he has done something new he likes to hear you tell Daddy about it.

And so an endless number of activities might be mentioned which go on at the sand box—just manipulating the shining grains, making sand pies, cakes, tunnels, streets, houses, rivers, lakes, railroad systems, car barns, garages, shipyards, docks, cities, or a

(Continued on page 632)

# *A Home Economics Course*

A study course based on problems in home living which cover such subjects as were suggested by the White House Conference has been planned for study groups and parent-teacher associations for 1931-1932. The course, which is under the direction of Dr. Margaret Justin, chairman of the Committee on Home Economics of the National Congress of Parents and Teachers, may be followed with profit by Congress units of all types.

THE influence of the home has long been recognized as a powerful force in the life of the nation. The individual citizen, being a product of the home, reflects directly in his own standards of living the ethical and intellectual standards as well as the physical standards of his home. To the extent that home standards are high, the standards of the nation are raised. It has often been stated that the greatness of America lies not in the granaries filled with corn, nor in the railroads stretching across the continent, nor yet in mighty armies. The greatness of America lies in the American home.

"If the greatness of the nation is to be built not in the victories of armies, nor in the strategy of statesmen, but in the successful functioning of the millions of home-making partnerships throughout the country, then knowledge of the functions of these partnerships and ability to solve the problems arising in their development are vitally important to our people.

"When the founders-to-be of homes realize that successful homes are not accidents or gifts of a beneficent Providence and that the phrase, 'and they lived happily ever after,' is not an inevitable sequel to a romantic episode, a long step will be taken toward understanding the basic problem of successful home living.

"The study of home living, then, needs to be carried on seriously, in terms of realities of the daily lives of people, with little sentimentality, but with an appreciation of the deep sentiments and human values involved. Considered in this manner, the problems arising in the home lend themselves to solution, as do other problems of human relationships, of economics, and of health." \*

The subjects of the nine lessons which will appear in *CHILD WELFARE*, beginning with the September issue, are as follows:

- Lesson I: The Home and the Family
- Lesson II: The Family Income and Its Expenditure
- Lesson III: Planning and Furnishing the Home
- Lesson IV: Planning the Use of Time
- Lesson V: Providing for Advancement and Higher Life Needs
- Lesson VI: How Heredity and Environment Influence the Child
- Lesson VII: The Child in the Home
- Lesson VIII: Contagious Diseases and Their Control
- Lesson IX: The Home Medicine Chest

Lesson I, which will appear in September, is planned to be used in October; the October lesson is to be used in November, and so on. The course will be sufficiently complete to provide for the needs of study groups which meet every two weeks or every week, as well as for those which meet monthly. There will be a list of books and free publications with each lesson.

\* *Problems in Home Living*, Justin and Rust

# Teamwork in the Martin Family

BY WALTER MACPEEK

**P**HONE for you, Mr. Martin. It's your wife calling."

"Thank you, Miss Burge."

As the man with the receiver to his ear listened, his face became more tense.

"Where did he go, Edna? Apple River? Over near the falls? Did he take his tackle? Yes, I'll take care of it—don't worry. I'll be home early. Yes, yes. Goodbye."

The man thumped on his desk. He glanced out of the window into the April landscape.

"It is regular spring fever weather," he said. "I don't blame a kid for playing hooky—much. . . . Miss Burge, I shall not be back today."

"What about the two o'clock mail?"

"It will wait."

"Can we reach you at the golf course?"

"No, I'm not playing golf—today."

\* \* \* \* \*

As his car sped out of the town, down past the condensing plant and out the old Winchester road, Edward Martin was thinking. His wife had appeared almost frantic over the phone.

"Well, she never was a boy and she never played hooky to go fishing. But the kid's only thirteen—or fourteen."

The roadster sped along—up and down hill—and was soon coasting down the flint-specked hill leading toward the big bridge across Apple River.

The boy with the long rod glimpsed his approaching father a moment too late. The elder Martin had seen the junior member first.

"Bud" Martin knew that it wouldn't be any use to retreat now. His face was flushed, but he kept on fishing, apparently unconcerned.

As the silent father came nearer the lad casually looked up and said with a feigned attitude of surprise, "Hello, Dad. What are you doing here?"

"Fishin', Son. Got an extra hook?" The man's voice was disarming.

"Sure, here's a whole box o' tackle." The boy eyed the man queerly. "Help yourself, Dad."

For half an hour the two fished together.

"Bud, let's go for a ride. How about the caves?"

"Sure, Dad. I'm kinda tired of fishing, anyhow."

\* \* \* \* \*

Mr. Martin felt that conversation would be easier now. You can't talk while you're



© Warren Boyer

*April—and fourteen!*



fishing, yet just fishing together in silence sort of welds people's hearts together.

"Son, how old are you?" the father opened up as they sped along the country road.

"Fourteen, Dad—why?" The boy knew that something was coming now.

"Oh—I was thinking—" The man's voice seemed to die away with the sentence unfinished.

A long silence followed, finally broken by the boy.

"I 'spose Mother will feel kinda bad about—about—this."

The man's heart was full. The boy had caught the big idea himself.

"Yes, Bud, she feels pretty bad—naturally. She has come to think of her boy as considerable of a man. And being a deserter from school—well—you know, boy, that's not so good."

"Gosh, Dad, I know." The boy's voice quivered and he looked away to hide the tears that were welling up into his eyes. "But school is so tiresome. Outside the birds are singing. Everything smells so nice—and a fellow just can't sit still. I'm sorry, but you know how it is—don't you, Dad."

"Yes, Son, I do know."

"Dad! Did you ever play hooky?" The boy's voice was eager and pleading, hoping against hope that sometime long ago his father, too, had transgressed. The father had the good judgment to tell the truth.

"Yes, lad, I did, once. It nearly broke my mother's heart—and I felt pretty miserable about it."

"I know just how you felt, Dad." Then after a pause, "Say, Dad, how can I explain it to Mother? She'll think I'm a regular criminal. Say, Dad, will you let me off at the schoolhouse? I'll tell Mr. Walters before I go home. I'll feel more like facing

her after I've faced the music with him."

The father smiled. It was a pretty good policy to straighten out things with the principal first.

"Need any help, Bud?" his father asked as the boy climbed out of the car and headed toward the principal's office. But the boy shook his head. He was able and willing to fight his own battles.

The father sat thoughtfully until the lad was inside the building, then started the car and headed toward home.

"Where is he? Did you punish the boy properly?" his wife demanded before he was well out of the car.

"Yes, dear. He is truly sorry and is back at school. Please try to be kind to him—don't treat him like a criminal. Let's not even mention it to him. He's made his mistake—has learned his lesson—and is sorry."

And when the junior member of the Martin household arrived and found a not-too-severe atmosphere he waited for an opportunity to be alone with his father for a moment and then said, "Dad, you're a prince!"

### Summer Reading for Study Course

Dr. Ada Hart Arlitt recommends as preliminary reading for those who expect to follow her course outlined in the May number of *CHILD WELFARE*, these two books:

*The Psychology of the Adolescent*, by Leta S. Hollingworth. Published by D. Appleton Company, New York. Price, \$2.50.

*Guidance of Childhood and Youth*, by Benjamin Gruenberg. Published by the Macmillan Company, New York. Price, \$1.50.

IT IS MORE IMPORTANT TO KNOW THAT A CHILD IS GAINING  
THAN THAT HE OR SHE WEIGHS ANY PARTICULAR AMOUNT  
AT A CERTAIN TIME

### WATCH INDIVIDUAL TRENDS

—*American Child Health Association.*

# The Allinclusive Membership Card

An Inspiring Symbol



## GROWTH IN CONGRESS MEMBERSHIP

1912— 31,672—A consecrated few  
1921— 278,721—An established crusade  
1931—1,500,000—A nationwide responsibility

**T**HE life and success of any movement lie in the rightness of the motive and the sincerity of its leaders. The steadfast faith and efforts of the National Congress pioneers overcame all obstacles and prepared the way for the work of the great leaders of today.

The National Congress of Parents and Teachers is now acknowledged to be the greatest single organization in the world working solely for the health, protection, and enrichment of child life.

1,500,000 members are now eligible to carry the allinclusive national, state, and local membership card.

20,000 locals are responsible for the distribution of these cards to each of the 1,500,000 members.

50 branch organizations through these membership cards coordinate the work of the national treasurer with the state and

local treasurer, and the national membership chairman with the state and local membership chairmen.

National, state, and local coordination is made possible by the carefully planned three-way distribution:

*National to state*—The estimated year's supply of membership cards is sent from the national to the state distributing center or the state treasurer, according to state machinery.

*State to local*—The state distributing center or state treasurer distributes directly to the local treasurer.

*Local to member*—The local treasurer presents to each individual as a receipt for dues paid this attractive symbol of his participation in a great movement.

JOY ELMER MORGAN  
*Chairman, Committee on Congress Publications*



# Children and

BY REBECCA STANLEY PLATT

MUCH advice has already been given by psychologists, educators, and investigators in regard to the subject of the good and bad effects of movies upon children. In fact, we poor harassed parents sometimes feel that we have enough expert advice on hand to last for a good long time to come. If the resolutions engendered by all this advice should be laid end to end they would probably assist materially in the "good intentions" pavement of the nether world.

Sometimes we are skeptical enough to wonder if the theories advocated by our experts have actually been tried out on real children *lately*, or whether the writers are evolving these solutions to the movie problem in their studies and leaving us to work them out practically. On the other hand we recognize the fact that the solution of any problem dealing with children rests largely with each individual parent in his dealings with his own children. So we are right back where we started. We haven't any quarrel with the theories, but just knowing them won't help us out much. It takes all the tact and ingenuity which each parent is able to summon in order to apply these theories and make them workable in actual practice.

A GOOD many of the investigators agree that the value of movies for the average child under ten is doubtful, to say the least. But telling eight-year-old Johnny, when he wants to go to the show with Jimmie or with any one of a dozen children in the neighborhood, that there is no particular benefit to be derived from movies for a child under ten, is hardly sufficient, no matter how diligently mother is attempting

to carry out the advice she has found in some survey.

We can't expect our children to be satisfied to stay at home and twiddle their thumbs or read *Pilgrim's Progress* while "all the other kids are going" to the movies. Very early in their lives we should have been instrumental in fostering (unknown to the children) a diversity of interests which will keep them busy and happy so that they won't feel cheated because they don't see many shows. That is another and longer story which doesn't belong here.

Right here let me say that we are moving picture fans! "Oh, yeah?" I can hear my own and all the other children who know us exclaim sarcastically. Well, isn't the small boy who keeps himself informed about standings of teams and batting averages a baseball fan? We try to keep ourselves informed about pictures. We attend those that reading and comment have persuaded us are really worth seeing. Occasionally we feel we have been sadly misinformed. A worth while picture from our viewpoint isn't necessarily educational in the narrower meaning of the term. We are quite as eager for a good comedy as for a heavier picture.

Several years ago a man with children in high school asked me very seriously if our children had "the movie habit." I replied that I guessed the children weren't old enough yet for us to have to worry about that, thank goodness! We weren't out looking for trouble. But his advice was to "watch it," not to let it get started. It sounded like stealing, lying, or some other equally obnoxious habit.

Personally, I feel that an occasional well chosen picture for the preschool child is desirable. As soon as he is in school he should certainly be taken often enough to make him feel as sophisticated as his schoolmates.

# the Movies



One picture will furnish the six-year-old with boasting material for many weeks.

LET me stress the value of personally "taking" the children whenever possible. The longer the diversion can be kept a family affair the better. Of course the desirability of taking friends of the children at various times goes without saying. I don't mean a whole party, but just one friend of one child. If we parents take the time and trouble to accompany our children we have a wonderful opportunity to get the child's reaction to the picture. Thereby we have a lead for discussion which would otherwise be impossible to obtain. We also have an intelligent basis for judging pictures which we believe are beneficial for our children.

Young children are no more able to choose a balanced movie diet without assistance than to select a properly proportioned diet of proteins, carbohydrates, and fats. Just because a child prefers dessert would be no reason for his making an entire meal of it, and there is likewise no sufficient reason for the child to see no movies except "westerns."

Promiscuous picture going once a week or twice a week or at any stated intervals is unheard of in our family. If a child announces to my child that he is going to the show tonight, invariably the question is, "What's on?" And the mere title doesn't satisfy. "What's it about?" The idea of going to something just to be going somewhere or because it is Friday is inconceivable.

From the time a child is old enough to be taken to a few movies the idea should be implanted in his mind that we, his parents, are no more anxious for him to miss anything worth while than he is. This, of course, the child doesn't begin to appreciate

for many years, but it is necessary for us to start early. Many times I have been saved the embarrassment of refusing permission for my child to see a certain picture. By way of illustration: A request came over the phone on Saturday morning for the thirteen-year-old boy to go to some movie or other. His end of the conversation was something as follows: "No, I can't go; gotta help Dad this afternoon." This was news to me and might have been to Dad, but they often do "work" together in their workshop on Saturday afternoons. No inquiry was made as to the show for evidently it wasn't a date we had scheduled for movies.

MANY parents say they just can't understand their children's mad picture craze. They attribute it to the war or to this modern restless age or to almost anything else that relieves them of the responsibility. These same parents may have actually established the picture-going habit in their children by taking them along to shows just as a matter of convenience. If there is no maid to look after the small children (and I venture the assertion that a lot more of us are rearing children without maids than with), surely some temporary arrangement can be made whereby the parents may go without their children. If the child has been taken often to shows from the time of his earliest recollection, he will naturally assume that movies are an essential part of his being.

There are still some responsibilities which rest with parents, despite the efficient agencies which already have taken over much in the way of training our children, from the nursery school up. One of these, which I

*(Continued on page 627)*



# The Observation School

BY CAROLINE BARRON

THE demonstration or observation school every year is coming to assume a more important place in the school system. Like most innovations it has run the gamut of suspicion, distrust, fear, and ridicule. The idea of an observation class is not new. For many years teachers' colleges have provided opportunity for students of education to observe expert teaching and to do actual teaching under the direction of these experts. The name "Model School," sometimes given to such institutions, is suggestive of an attitude which is now changing to meet the more scientific principles of modern education.

The observation school of today is not a model school. The observer does not see a pattern lesson, nor, unless she has a very limited idea of education, does she go back to her own classroom and strive to reproduce what she has seen. Nor is the lesson she sees "rehearsed," as was the case not infrequently in the past, when the class was taken bodily from the classroom and transported to the platform of a convention hall, to recite glibly for the inspiration of visiting teachers. In the modern observation school, classes are conducted as normally as in any other school, with no abnormal feature except the presence of visitors. And even the visitors come to be ignored, or taken for granted, like walls and furniture. Work progresses in a regular fashion, there is no idea of "show," no exploiting of the superior child at the expense of the slow one, no effort made to impress or entertain the visitor.

Today no educator cares how glibly a pupil can repeat facts gleaned from a textbook. He is concerned with the pupil's response to a situation. How does he work

with the group? What initiative does he display? What social ideas are being emphasized? No cut and dried recitation can possibly demonstrate the growth of individual power and right attitudes.

The observer is concerned not only with the evidences of fruitful activity on the part of the pupil, but with the way in which the skillful teacher directs and stimulates, or keeps hands off when a situation can be managed without her. For the teacher is no longer a setter of tasks or a hearer of recitations. She no longer dictates pages to be studied or questions to be answered. The questions raised are the pupils', not the teachers'; even the books to be consulted are listed by the children, nor must all read the same textbook accounts. Such work requires a different type of room organization from that of the old assignment-recitation procedure. Pupils who formerly sat passively waiting to be "called on" are now actively engaged on some piece of work which takes them out of their seats, divides them into groups, sends them into different parts of the building, or even out of it.

It is because of these new activities, new materials, and new types of organization that the experienced teacher, as well as the student teacher, should have an opportunity for visiting special observation classes. The teacher trained to formal, set patterns of procedure is bewildered by what she reads and hears. Are freedom and good order really compatible? How is it possible for children to direct their own activities without chaotic results? Such a teacher, and she may be an excellent one, needs to see a classroom where self-direction and good order go hand in hand. She needs to see how new materials are handled, how individual needs are diagnosed and met.

Nor is the teacher the only one who needs



the demonstration school. The principal, the supervisor, the research worker are indebted to it for the opportunity it provides for studying and evaluating educational principles and objectives as well as the methods by which they are being attained. The free, frank discussion of a lesson by a group of observers tends to clarify and crystallize the individual's philosophy. Whether the observers agree on the merits of the lesson or not, they are compelled to analyze, to compare, and to evaluate. In other words, they are compelled to *think*, wherefore they are more alert, more self-critical, and less complacent, less passive.

No school system which intelligently plans for the training of its teachers in service can afford to overlook the possibilities of the observation school. Parents will aid as they have aided in the past when they see that their children are not exploited, but on the contrary are given specially trained and gifted teachers. Indeed, the public in general, as well as educators, owe no small debt to these gallant teachers who do their work before an audience. They are the Lindberghs and Byrds of education, not spectacular, to be sure, but nevertheless pioneers and explorers of new and significant regions.

## A Lath Playhouse

BY WILLIAM ALPHONSO MURRILL

**I**F there are no shade trees in the yard, the children's playhouse may be made of laths, which will keep off some of the hot sun and still let enough of it through for health and comfort. A white rabbit can stand only one hour's direct sunshine on its head. More than this will kill it. Chickens, too, need shade. Then why not children? The amount of sunshine can be regulated according to the climate by placing the laths close together or farther apart.

This kind of playhouse is very easily built. A few two-by-fours, a few bundles of laths, some nails, a saw, and a hammer are all that one requires. The width and height will, of course, be regulated by the length of the laths. Since there is no roof, the rain will pour through without restraint and some place must be provided inside to keep toys from the weather. A large packing box turned on its side is excellent for this, supplying both cupboard and table.

The top of the playhouse may be strung with wires and flags, or ornamented in any way that may be desired. Flowers may be planted about the sides. I know one man who has a huge grapevine spreading widely on a trellis and his children play under this, but I think it keeps out too much sun with its dense, overlapping leaves. Another

friend of mine, in Florida, built an attractive playhouse with wires hung with living Spanish moss.



*The Lath House*

### Everyday Factors Favorable to Growth


Long hours of sleep

Play and exercise in the open air

A diet that includes a generous amount of milk, fruit, and vegetables.—*American Child Health Association.*

# Mental Quirks and Physical Ills

BY RACHEL ASH

T is not unusual to come across individuals who present certain appearances of disease which upon investigation do not prove to be what they seem. Many such misleading illnesses occurring in childhood are due to mental states rather than to the actual disease of any portion of the body.

Let us take vomiting for example. Usually when a child vomits his stomach has been irritated by too much or unsuitable food, or his customary diet may contain too much fat. Vomiting may occur also at the onset of an acute infectious disease, such as scarlet fever or tonsillitis. More rarely it is a symptom of some disorder within the brain.

There are times, however, when a careful medical study fails to reveal an adequate basis in the physical state of the child. Thoughtful observation and a certain amount of detective work are necessary before one can unravel the mystery of the child's seeming illness.

A DESIRE to attract attention may be the explanation. Vomiting of this sort frequently begins in children at the age of two or three, but may occur in youngsters of school age. The first attack often is due to an actual upset stomach, as a result of which the child comes to realize the possibility which such a situation holds for centering the family's interest upon him.

Recently there came to our attention a four-year-old whose mother consulted her physician because the child had been vomiting after meals, although in other respects she seemed well. There was an air of complacency about the youngster as she listened to her mother's narrative that aroused the doctor's suspicion. After assuring himself by careful examination that there was no

physical disorder, it was explained to the family that the child's vomiting had undoubtedly been a voluntary effort to arouse the concern of her parents. They were advised to ignore her future attempts to retch. The doctor remained in the home for some time, engaged in a general conversation designed to distract the family's attention while he unostentatiously watched the youngster. The young imp made several attempts to gag, eyeing her family from the corner of her eyes as she did so. Each time, on observing that she was attracting no attention, she stopped, finally giving up the whole affair as a bad job and busying herself with her toys. In accordance with the physician's advice, no further encouragement was given by the family, and the symptom ceased.

DURING the school sessions it is not uncommon for children who dislike school to vomit in the early morning. Such vomiting is not induced deliberately but results unconsciously from the nervous state created because of painful emotions experienced in school. The child may dislike his teachers or his classmates; may not be up to standard in his studies, or may not be adjusted in his relationship to the school group. If this state of dissatisfaction is continuous, vomiting may occur daily. It may be of sudden onset, however, similar to that of an acute illness.

We recall a seven-year-old boy, previously happy in school and fond of his studies, who came home one day complaining of feeling nauseated. He was put to bed and for days continued to vomit at irregular intervals despite excellent medical treatment. All those in attendance were puzzled at the child's poor response, especially in view of the fact that except for

this tendency to lose his food no evidence of illness was noted. Finally his mother realized that mention of return to school invariably made his condition worse. After much tactful questioning she elicited the statement that the child had been frightened by an older boy, who in a bullying mood had threatened to slash him with a jackknife. Sheer fear made the somewhat delicate younger boy physically sick at thought of school and the threatening remarks.

Fear of a similar character may be aroused by the over-stern teacher, deficient in sympathy—especially in the case of sensitive, high-strung children. Such children may be suddenly frightened when addressed by the awe-inspiring instructor—perhaps to so slight a degree as merely to be unable to answer the question asked; perhaps to so marked a degree as to faint or to be suddenly nauseated.

**N**ERVOUSNESS and fear form the underlying basis of many attacks of diarrhoea occurring at periods of school stress—such as at examination time.

Jealousy may be a factor in the production of symptoms. The little girl mentioned above who had been disturbing her parents by vomiting spells was provoked to this morbid method of attracting attention by the arrival of an infant brother, on whom was centered much of the care previously focussed upon her. The methods used to establish her cure were of a double character: one, the ignoring of her attempts to bring up her food; the other, sympathetic efforts to arouse her interest in the infant and to emphasize the fact that her parents' affection was divided equally between her and the newcomer.

Recently we heard of a little boy about five years old who developed a limp shortly after his mother became preoccupied with the nursing care of an ailing infant brother. He was put to bed by his mother with many repentant reflections that perhaps she had been neglecting him in her concern for the younger child. Specialists were summoned; X-ray pictures were taken; there was anxious consideration of the possibility of a

tuberculous hip although physicians could find no definite evidence of such a condition. Abruptly one day the child proclaimed that he could walk and the limp disappeared. It was then that the mother remembered a minor accidental injury sustained two years previously. Being the only child at the time, his injured leg had received an excessive degree of sympathetic consideration. Confronted with a situation in which he suspected neglect, he remembered the care that an injured leg had once ensured him. Whereupon the limp appeared.

**A**T times we see children who have fallen or have undergone some similar accident and who then declare that they are unable to use an arm or a leg as the case may be. Two such instances come to my mind: one, a little six-year-old colored girl who was brought to the clinic with her arm in a sling. It had been injured in a fall and the child had not been able to use it since, was the mother's story. We removed the sling, examined the arm carefully, found no evidence of broken bone or joint out of place, in fact no sign of injury. Taking the child by surprise we sharply ordered her to touch her hand to her head. No sooner said than done—with easy movement and not the slightest evidence of pain. Whether the fall had made her afraid to use her arm or whether she was acting a part we do not know, but there was no further trouble.

The second case was that of a little girl brought from some distance up the state to the Children's Hospital of a large city because for weeks she had been unable to walk. Her condition, also, followed a fall. Her father carried her into the receiving ward of the hospital. After a thorough examination the surgeon suddenly said, "There is nothing the matter with this child's legs. Jump down from that table and walk!" To the father's amazement the child promptly obeyed.

The false paralysis in this latter instance was probably of an hysterical nature akin to the hysterical blindness sometimes seen in older students of high school or college age. Such blindness is due to a literal, though unconscious, refusal to face an

unpleasant situation rather than to any fault of vision in the eye.

I remember one such college girl who awoke one morning unable to use her eyes. To all intents and purposes she was blind, though no abnormal condition of the eye itself could be discovered. An analysis of her case developed the fact that she had been the star student and the most popular pupil in a small country high school. Suddenly plunged into the midst of a large college community she found herself submerged, inconspicuous, unable to make an impression. The sorority to which she aspired failed to bid for her. Partly because of poor preparation, partly because of the mental depression induced by dissatisfaction, she began to fail in her courses. The result was a sudden blindness of psychic origin.

WE find therefore that states of mind may produce symptoms strongly suggestive of disease in some organ of the body. Remember that if your child is unhappy, worried, frightened, dissatisfied with home or school, such undesirable emotions may not always be evident as such, but may be manifested as illness of one type or another. If your child has puzzling symptoms of the sort, investigate his relations with classmates or teachers; analyze the home situation and determine whether there is any cause for a feeling of injustice or inferiority. To attain our goal of perfect health—a sound mind in a sound body—both aspects must be considered. A sound body is essential to ensure a mind unwarped by disease. Of equal importance is the development of a well adjusted, well poised mental attitude in order to maintain the body in perfect working order.

We wish to emphasize one final warning. Never take it for granted that a mental state is the sole cause of an illness even if you have strong reason to suspect that a child is unhappy or misunderstood. You will note that all the children mentioned above were given a careful medical examination before it was proclaimed that no disease existed. This is a procedure that should never be omitted; otherwise tragic results may ensue.

## Overheard

*"—and you really find the parent-teacher association a help in bringing up your children?"*

"I certainly do. It was through the Summer Round-Up that I discovered that Bobby was slightly hard of hearing. They used the audiometer test. Know about it? A few years more and we could not have remedied the trouble."



*"—but I always thought that the only thing the association ever did was to raise money. . . ."*

"That's not true of our unit. We are in membership with the N. C. P. T. I assure you that the members of our parent-teacher association are in dead earnest about knowing how to keep their children well and getting them started with good mental habits."



*"—but can't you study at home?"*

"Oh, yes, we do, a lot. But when we get together and talk about what we have studied, we find that we can help one another to solve problems. Mrs. Hall down our street belongs, and she is such an inspiration. I never should have known her if it were not for our common interest in children."



*"—but where do the teachers fit in? How can they help us mothers and fathers?"*

"Ever see that large hyphen between 'parents' and 'teachers'? That stands for cooperation. The best teachers can't do much for children if the parents don't know what they are doing, and help them to do it. And the best home can't produce fine citizens if the teachers don't know the problems of the home and help to solve them. I tell you, education is a mighty serious and important thing these days! Why don't you come to the meeting tonight and meet Mary's teacher? I never knew what a 'corker' she was until this year."



# *The Story Hour for Children*

## "Do It Good"\*

BY RANDALL J. CONDON

**W**ILLIE lives just beyond the beech trees, over the stone wall that marks the boundary between our field and his father's. He is one of a family of twelve children. His father is a lobster fisherman.

Every year, as I return to my old home for the summer vacation, I find the bathing-beach and the shore where I land my boats covered with stones washed out from the sand and gravel by the winter storms. One of my first pieces of work is to rake up and wheel away these loose stones. Usually I ask some of the older children from Willie's family to help.

One year, when Willie himself had become old enough, I asked him to come over in the afternoon and help load the wheelbarrow with the stones. These had been raked into small piles, ready to be carried off. Willie came, and we worked along together in good comradeship. But we were not making the desired headway, for Willie kept stopping to gather more stones than had been raked into the piles.

After a while I said, "Never mind, Willie—just shovel into the wheelbarrow those I have raked up."

At the next pile it was the same. He carefully gathered in many more stones than I thought necessary.

I said again, "That's all right; don't bother with the small stones. They won't do much harm."

But he kept on just the same, carefully gathering up all the loose stones in sight. Time was going; the tide was coming; the sun was dropping; the horn would soon blow for supper. And I wanted to get the work done that afternoon, as something else was planned for the following day.

At the next pile Willie did just the same as he had been doing ever since we began. Perhaps a little impatiently, I said once more, "Don't bother with the smaller stones, Willie. Just shovel in the large ones and let it go at that."

Willie stopped, with one bare foot on the top of the shovel as he straightened up. I can see him now—red-headed, freckle-faced, with clear blue eyes looking out from under the rim of his old cap—as in a high-pitched, squeaky voice he said:

"I ain't trying to finish this; I want to do it *good*."

I surrendered. Willie knew what he was about. He knew how the

\* From *The Understanding Prince*—Book I, "Atlantic Readers." Copyright, 1926, by Little, Brown and Company of Boston.



work should be done, and he didn't intend to be turned aside from doing it right because of any hurry on my part.

Willie, you were teacher and I your pupil that day. You taught me a lesson I shall never forget: that it is of more importance to do our work right and well than it is to finish it; to do it as far as we go so that it will not have to be done over again; to do it so that someone else can take it up where we leave off, and, without going back, carry it on to greater completion.

The years have gone by since that afternoon, and Willie is now too large to do play-work with me. He has more important things on hand. He is attending high school in a large neighboring town, working for his board—mowing the lawn; caring for the flowers in summer; tending the furnaces in winter; and doing whatever needs to be done about the home where he is living. He is earning his education.

Next year Willie will be ready for college. And he says, with a quiet emphasis that does not admit of failure, "I am going," even though he must depend upon his own ability to earn the education that will enable him to make the most of himself and of the opportunities that come to him.

Willie comes to see me every summer when I am back in the old home. We sit on the grass and talk, or climb up through the woods to the log cabin that overlooks the bay, and he tells me of his work. And I know from what he says, and even more by the way he looks and says it, that he is more anxious to do it well than he is simply to finish the undertaking. And I am convinced, too, that in the years to come he will be most concerned with doing well whatever he has to do.




*Willie knew what he was about.*

# A Father's Letter

## To a Boy Over Twelve

BY ARTHUR DEAN

DEAR BOY OF MINE:

 WANT you to amount to something. Never having been all that I wanted to be I crave that you be all that I am, and as you would say, "and then some." I didn't do as well in school as I want you to do. I am ashamed to confess it and it is only because I know you will believe me more when I tell you I was not perfect that I 'fess up.

It is perfectly natural for every father to want his boy to be bigger and finer than he was. That's what makes the race advance, my boy. My own father sacrificed that I might earn more and live better than he. I do and that's the only reward he ever asked. And I'd be a poor simp of a father if I didn't want you to have more friends, earn a greater income, spend more wisely, live more efficiently, and feel more deeply than I.

Because I believe in these things WE are sending you to school. I say "we" because YOU are sending your body and your mind and your spirit to school while I am sending only my pocketbook, deepest wishes, and everlasting love. This education game is a partnership, my boy. More than one rich man has tried to be the whole show in sending his model son (imitation of the real thing) off to school, only to learn that checks are not convertible into diplomas. And more than one son with brains and a spirit for learning has discovered that it's a hard row to hoe when his father's attitude is: "I don't believe in no edication. Educated folks don't know nothin'." Yes, educating a boy is a partnership between father and son.

You have a wonderful chance in this school you are entering. The books speak for themselves. They contain more than I'll ever know. Be extra good in a couple

of subjects. Personally I hope they are English, history, science, and mathematics. (There—I have named four when I intended to name only two.) You will need English in order to transfer your ideas to others and to understand theirs. Books should become your great and everlasting friends. Your father has never been lonesome a day in his life. No one has ever knocked the daylight of enthusiasm out of him and brought the darkness of despair, because he has always found humor or happiness or contentment in books.

And science is such fun. Every day something new is born of science through invention or research to make life more wonderful, interesting, and efficient. Astronomy tells the superb story of the sky and all that is beyond. Biology of the sublimity of life which grows more wonderful every day. Geology tells us the majestic story of this old earth—a story written in the rocks, the sands, and the everlasting hills—which are *not* everlasting.

Birds, trees, rocks, skies, fish, flowers, dogs, kittens, squirrels, bugs! I wouldn't have missed knowing about how and where they lived for anything. More than once Books and Bugs, Fancy and Flowers, Thoughts and Trees, Devotion and Dogs have saved me. They will you.

Then there's history. It is full of things past, which is another way of saying "things to come." History repeats itself. The moral decadence of Pompeii has its counterpart in guzzling parties of today. The financial panics of old will repeat themselves. The past is a great teacher, my boy, if you will but let it teach you.

Math! Need I say anything about this old friend? If you are informed in the languages, music, art, and literature perhaps I'll forgive you for merely passing mathematics. Then we'll have an artistic temperament in our family. I can stand one of this species if your mother can. But don't dare think about becoming an engineer if you are weak in mathematics.

Have confidence in yourself. Self-confidence is not egotism, it is knowledge, and

it comes from the consciousness of possessing the ability requisite for what one undertakes. Civilization today rests upon self-confidence. The whole principle of an attractive personality lives in this sentence—"A fine manner pleases; a coarse manner repels." Cultivate the art of being agreeable; and cultivate self-confidence. These qualities will help you as nothing else will; they will call out your success qualities. Long after teachers and classmates have forgotten the marks you attained and long after the diploma has faded you will be remembered for your school personality.

There are so many things to write about. Girls and how they help and hinder a boy in his studies; automobiles which can transport you to school or carry you to the devil; studies which will help you vocationally to earn a living and studies which will assist you avocationally; leisure hours and your training for them; the choice of a vocation with all the problems of whether you want a profession or business career;—there's no end to the things we could talk about.

YOUR LOVING DAD



## Important Art Commission

SOME months ago President Hoover appointed a research committee to study social conditions in the United States. Among the divisions making up such a study is one on the Arts, under the general direction of Frederick P. Keppel, President of the Carnegie Corporation. One essential phase of the art study deals with art education. Mr. Keppel has called upon Mr. Royal B. Farnum, Educational Director of the Rhode Island School of Design, to assist in the educational side of the arts. The whole study will be completed in 1932, with the results to be published in a comprehensive report supplemented by monographs. The undertaking is regarded as "the most significant exploration of the social trends ever undertaken in this country."

—From *Everyday Art*.

## Lead Poisoning from Toys



SURGEON GENERAL CUMMING of the United States Public Health Service has been informed of the occurrence of occasional cases of lead poisoning in infants and children, apparently due to biting lead paint from cribs, toys, etc. The Public Health Service has previously called attention to this possible source of lead poisoning, but it is likely that more cases occur than become known. Children with perverted appetites would be particularly likely to encounter the hazard. Though lead paint has wide fields of usefulness, the painting of babies' toys and cribs is not one of them. Generally manufacturers of these articles are seeing to it that lead paint is not used for this purpose, but warning is necessary that parents, especially in repainting cribs, should use paints which are free from lead, namely, quick-drying lacquers or enamels sold for interior use.

Although in recent years it has been found that the human body takes up lead from its surroundings much more frequently than was formerly supposed, and although there are still important industrial sources of lead poisoning which need correction, the incidence of lead poisoning does not seem to be on the increase. The recent development of quick-drying lacquers and enamels has doubtless kept down the number of cases of this disease. One of the most prolific sources yet remaining is the painter's trade, and it is believed that here the dust arising from scraping or sandpapering dry paint may be more important than brush painting. Even the hazard in removing paint may be avoided by the use of wet methods.—*United States Public Health Service*.

FRESHLY baked bread is not as readily digestible as stale bread, says *Hygeia*. The fresh bread remains in a solid lump when it is swallowed, and not so much surface is exposed to the digestive secretions.



Kathryn Munro

## Canadian Forest Schools

BY KATHRYN MUNRO

**S**CHOOL in the forest! Shafts of mellow sunlight falling through fragrant pine branches and spreading maples to rest on the bowed heads of hundreds of boys and girls at their daily lessons. Overhead, the full-throated fluting of birds, mingled with the rowdy gossiping of squirrels; and down below, the soundless unsheathing of grassy spears.

In this happy environment the work of the Toronto Forest Schools is carried on, where for six months in the year, from May first to October thirty-first, some five hundred children between the ages of six and sixteen years are in daily attendance.

While open-air classes are held at different points throughout the Dominion, Toronto has the only Forest Schools, one in High Park at the west end of the city, and the other in Victoria Park at the east end. Both schools operate under the Board of Education and are in session every day of the week (except Sunday), including holidays. All classes are conducted in the open except on rainy days, when they are

June, 1931



The Sun Bath

held under canvass or in screened pavilions.

The school day is from nine o'clock in the morning to a quarter of five in the afternoon and is divided into study, rest, and recreation periods. The Forest Schools have a combined staff of fifteen teachers.

The Board of Education provides each school with a qualified cook and caretaker and also supplies an ample allowance of fresh milk and foodstuffs. The pupils are given a mid-morning lunch of bread and butter with milk or cocoa; at noon, a well-balanced dinner with a nourishing soup is served; and bread and butter with milk or cocoa, during the afternoon, completes the day's menu.

As attendance at the Forest Schools is restricted to children who particularly need the benefit of long hours spent in the open air and sunshine, pupils are admitted only on the advice of a physician. Both schools have the daily services of a trained nurse, who keeps a chart of each child's progress. In every case, under the beneficent influences of fresh air, sunlight, pure milk, and a nutritious diet, the health line begins to rise toward normalcy and well-being soon after admission.

Public school textbooks are used in the Forest Schools. The primary and junior grades include reading, writing, arithmetic, geography, nature study, musical appreciation, and lessons in sewing and folk dancing. Senior pupils are prepared for entrance into high school. The schools have organized play and physical training periods, including wand drills, dumbbell work, club swinging, and a full line of outdoor sports, such as dodge ball, volley ball, soft ball, and football.



*Geography in the sand*

Although the public school curriculum is closely followed, there is, however, no so-called compulsory study, since the main object of the Forest Schools is the physical, mental, and moral upbuilding of boyhood and girlhood.

On visiting these schools, one is delighted with the spirit of cooperation and mutual good will so apparent between teacher and pupil. Here the pupil is regarded not as a problem, but as an individual, a good citizen in embryo, whose needs, handicaps, and possibilities have the sympathetic attention of the entire teaching staff. The primitive use of the strap is taboo. Moral suasion takes the place of physical punishment, and with excellent results. A child who comes, perhaps, from an adverse environment, may at first be "difficult," but long days spent in the open, in a school atmosphere where fear and all other harmful emotions are

banished, soon work their magic on the child nature. Irritability and perverse impulses gradually disappear. Soon a normal self-respect is established, without which, as one teacher puts it, "no boy or girl can grow into a healthy, law-abiding citizen."

An important feature of the Toronto Forest Schools is the sun bath, which is taken by all the pupils every sunshiny day, when the entire body is exposed as fully as possible to the healing violet rays of the sun. Beginning with a ten-minute period, the bath is extended a minute a day until it reaches the half-hour limit. Baths are taken in the forenoon before the sun is at its height.

The Toronto Forest Schools are now among the world's largest open-air schools. Their environment is ideal; the Victoria Park School has the advantage of a wide, sandy beach and supervised swimming.

Within the past five years, educators from the leading countries of Europe, from the Orient, Great Britain, and the United States have visited the Toronto Forest Schools in order to observe the methods here employed with such marked success.

The Home and School Club, which, as the name indicates, is composed of parents, teachers, and friends, takes an active and helpful interest in the welfare of Forest School pupils and meets regularly every month on the school grounds.




*Dancing to the pipes of Pan! Victoria Park Forest School*



# Vacation Program for Boys

BY ROSCOE PULLIAM

T is the tradition of the American public school that there shall be a long vacation from school each summer. This tradition, while it may have something to recommend it, creates a problem for the adolescent boy and his parents. The school while it is in session takes pretty good care of the boys' work problem both on the development and the recreational side, especially where the school is up to date and alive to its full responsibility. But in urban communities, large and small, where there is no farm work and very little home work for boys to do, the problem of finding something constructive to occupy the idle time of boys of twelve and older during the summer vacation is often a serious one. Left entirely to their own devices, boys whose home influences are not strong are in danger of drifting into gang activities of an anti-social nature. Accordingly a good community will try to provide some opportunities for its boys to find safe and sane recreation and proper employment during the summer months.

Such a summer program should be planned to leave as much as is feasible to the boys' own initiative, and to give as much play to their preferences and free choice as the larger aims of the work will possibly admit. The aims of such a program should be threefold:

*First, it should provide opportunities for work that the boys can do without injury to themselves.*

*Second, it should promote many kinds of good outdoor play and recreation.*

*Third, it should give the boy opportunities to receive training along lines somewhat different from those followed during the regular school year.*

For such a large, unified, community,

boys' work program it is desirable to get the cooperation of all the agencies already engaged in work of a similar nature—the Boy Scouts, the churches, the various civic clubs, and whatever else there may be, leaving to each its own sphere of activities, but fitting it into the general program.

### *Two Important Principles*

IN planning an extensive summer program for boys, two somewhat important principles that should govern a really good boys' work program ought to be kept in mind. The first of these is that easily accessible benefits should be offered to all of the boys of the community if possible, whether their parents will permit them to leave town to go to camp or not, and whether or not they belong to any already formed organizations for boys. It is the boy whose parents are not very sympathetic and who does not already belong to some organization who most needs the help of a good boys' work program.

The second principle is that, so far as possible, the boys should contribute the work that is necessary for setting up and operating a camp, or for carrying out any other project that is established for them. What they should be given is good leadership and help in what they cannot possibly do themselves, and no more. It is bad for the morale of the boys to give them too much without requiring something of them in return. Furthermore, when the boys do not have to rough it a little, do their own cooking, take the consequences of living for a time in tents they have set up with their own hands, and generally learn to take care of themselves by actually doing it, the very purpose of camping is lost. Camps with all

the comforts of home and more besides deprive the boys of much of the fun and nearly all of the values of camps. Boys' work programs that give boys too many things outright without requiring some effort

is well planned, if competent full time directors are employed, if school and community playground and other facilities are made available, and if full advantage is taken of the resources of the boys themselves for work and for enlisting volunteer aid from people in the community, not much money will be necessary. The salaries of the directors, who should be trained school people with special aptitude for organizing and directing work with boys, will be the biggest single item in the budget.

An example of such a summer vacation program is the one followed in Harrisburg, Illinois, a small city of about 15,000 people. One full time director is employed for the three months of the summer vacation. This director, during the school year, is director of physical education in the public schools. Besides the salary of the director, a cash budget of five hundred dollars, plus as much volunteer help from boys and interested citizens as can be enlisted, is all that is required. The facilities of the schools, three privately owned baseball fields, a sixty-acre camp several miles from town which is



*Mess Time*

© Warren Boyer

from the boys themselves run the risk of making parasites of them.

### *Where to Begin*

THE best place to start a boys' work program that will reach all of the boys is in connection with the public school. The public school comes nearest to being in touch with all the boys of the community; it is the one agency in which all the people have a share and from which they may receive anything that is offered without any reservation or conscientious objection. It would not be out of line with the larger aims of the school if it were to appropriate public funds to carry on such work, but since this is not yet practicable in most places it usually becomes necessary to raise money by private subscription. If the work

loaned free of charge by the owner, and some tents, cots, and other camp equipment are all placed at the disposal of the director.

Following is an outline of the work that was attempted last summer:

### *A Boys' Vacation Program*

#### **I. Work Activities**

1. A vacant lot and home gardening contest for which ten prizes are offered by the Rotary Club

Division I, for boys under twelve

Division II, for boys between twelve and seventeen

Last year 141 gardens were registered. Each one of these gardens was assigned to a member of the Rotary Club who was its sponsor. This sponsor made regular visits to

the garden and gave the boy in charge advice and encouragement. Each boy was, of course, permitted to sell all he raised in his garden. The boy who won first prize in Division II, a fifteen-year-old living in the heart of town, made over \$75 clear on a garden that covered less than two city lots.

2. A bureau of employment where farmers and citizens may get in touch with boys to do odd jobs, pick berries, and do similar work
3. The organization of block clean-up squads of boys, to clean up the various blocks of the city
4. Construction and maintenance of tennis courts and play equipment, and improvement work on the boys' camp

Every boy is obliged to do two hours' work each morning for the good of the camp. This summer a dam to make a swimming pool at the camp was constructed entirely by the boys.

## II. Play Activities

### 1. Camping

It is possible for every boy in town to spend several weeks at camp if his parents are willing to have him go. He needs to pay only the actual cost of his food while there.

### 2. Baseball leagues

Junior league, for boys under fifteen

Senior league, for boys between fifteen and eighteen

The schedule of games and general oversight of the league are in the hands of the director, but each team is organized and managed by the



© Warren Boyer

*Baseball—an inalienable right of the American boy*

boys themselves around their own natural play groups. Last year over 200 boys participated in the baseball games. An all-star team is picked to play in the National Junior Championship elimination contests.

3. Tennis, swimming, and other individual contests

## III. Development Activities

### 1. System of recognition

Medals for achievement of the National Recreation Association for general athletic prowess

### 2. The Boy Scout Program

Already organized troops are encouraged to do as much work as possible in camp, and efforts are made to start new troops and to interest all boys. However, a boy does not have to belong to the Scouts to participate in the summer program, or even to go to camp.

It is hoped that in the future some short courses in motor mechanics, airplane building, carpentry, and agriculture (in connection with gardens) may be offered to boys who will attend them voluntarily an hour or two a day, several days each week.


The vacation program set up at Harrisburg, Illinois, with such evident success for boys, is equally desirable for girls. Both boys and girls have the same sort of life to live and should enjoy the same opportunities for development, though the approaches may vary in minor details.—EDITOR.



*This is a preschool orchestra sponsored by the Miamisburg Parent-Teacher Association of the Dayton and Montgomery County Council, Ohio. All of the children, including the leader, are under five years of age.*

## A Toy Orchestra as a Vacation Project

BY J. LILIAN VANDEVERE

 IT is too soon to go away for the summer trip. The children are over the first wild ecstasy of vacation. It is too hot for lively sports, and much of the joy has been squeezed from playthings.

Here is a group of children who gravitate together despite a difference in ages. They are a neighborhood asset, a neighborhood pride, a neighborhood problem. What shall be done to keep them quietly busy? What group activity is there that some interested mother can instigate and direct? What will employ the "crowd" as a whole and be a worth while occupation?

One answer is—a *toy orchestra*.

The mother who is musical starts forward eagerly, and then draws back with the pertinent question, "What equipment is necessary?"

A modest sum will buy a surprising amount of the essential material. Those who desire may enlarge and amplify the suggested lists at their pleasure. One combination that will outfit a group of ten of the younger children is the following:

2 pairs of plain rhythm sticks at 5c.....	\$ .10
2 bells at 10c.....	.20
1 triangle .....	1.00
1 pair of cymbals.....	1.25
1 tone block .....	.75
1 drum .....	3.50
1 pair of jingle sticks.....	.60
	<hr/>
	\$7.40

If instruments of a better quality are desired the list might be:

2 pairs of colored rhythm sticks.....	\$ .20
2 bells at 25c.....	.50
1 triangle .....	1.00
1 pair of cymbals.....	1.25
1 tone block .....	.75
1 pair of jingle sticks.....	.60
1 drum .....	3.50
	<hr/>
	\$7.80

Should four more players clamor to join the fun, the group could be accommodated like this:

2 pairs of colored sticks.....	\$ .20
2 pairs of jingle sticks.....	1.20
3 bells .....	.75
1 triangle .....	1.00
1 pair of cymbals .....	1.25
2 tone blocks .....	1.50
1 drum .....	3.50
	<hr/>
	\$9.40



If some older players deign to honor the group with their presence, the following instruments might be added to make an effective instrumentation:

1 tambourine .....	\$1.50
1 pair of castanets on a handle.....	1.50
1 xylophone .....	2.00
	<hr/>
	\$5.00

The xylophone is a plain wooden one, substantial, of fifteen-note compass, and perfectly easy to play, as the letter names of the keys are cut in the wooden bars. If some boy can bring his own drum, so much the better for the finance committee!

**T**HE next pertinent question is: What music to use? For early work let the children listen to some short rhythmic piano selections and decide among themselves where the different instruments shall play. They will show a surprising amount of musical discrimination when allowed such choice, and the attentive listening needed is a splendid form of musical training. One or two trials at this kind of work will make the children eager to go on, and the next step is to have regular parts for the players.

For a group of younger players—five to eight years old—there are picture scores. These have no notes, but the rhythm is represented by small pictures of the instruments, and the child plays when he sees the picture of the instrument which he holds. Charming folk tunes are worked out in this way.

An older group could take up the scores which are written in note values. This does not mean any problems of pitch—simply the steady counting of beats and remembering the simplest note and rest values. There are scores of this kind from the easy sixteen-measure tunes to really elaborate program numbers that will keep the twelve-year-olds busy.

The piano parts of some of these are simple enough for a piano pupil to play, and they offer a fine incentive for a reasonable amount of summer practice. A violin or a clarinet may be used on the melody, and so keep more small instrumentalists in-

terested. The teacher's part of these scores is so plain that any mother with a fair amount of musical training can get things going and direct with little effort.

If no mother feels competent to play, and no child cares to act as accompanist, there are inexpensive records which may be used for the accompaniment.

**C**HILDREN from five to fifteen enjoy the toy orchestra work. Wee ones of kindergarten age may do surprisingly good work if they are not handicapped by older children in the group. In fact, the instruments are part of every good nursery school and kindergarten equipment. This group will, of course, use no printed material, but will follow suggestions and do some creative work along the lines already suggested.

Groups of varying ages may play together satisfactorily, with the younger children playing the simple parts. The wise director will see that each child has a chance to try each instrument.

There is no special technic required in playing these instruments. The important thing is to use a brisk, decided, snappy stroke in every case. The cymbals are played with a sliding stroke—not a crash together. The jingle sticks are used one to a player; held in the right hand and rapped on the palm of the left hand. Drumming, of course, is a complicated art, but in this work only the simplest beat, using both sticks together, is needed. If some boy really knows drumming, he may originate his own part and add even more to the ensemble.

Don't worry about chairs and music stands—let the group sit on the floor. All that need concern you is how to get them to go home after work is once begun.

The child who has evinced little interest in music may suddenly awake through this activity, and find open a path of joy he has never known. When humidity descends like a dreadful blanket, when no breeze breaks the hot wave, when scooters and tennis and baseball are impossible, let the toy orchestra answer the burning question—"What shall we do *now*?"



# RESULTS OF 1930

## *Summer Round-Up Campaign*

LILLIAN R. SMITH, M.D.



*Wayne School Clinic where 77 pre-school children from Wayne, Penn, Marshall, Edison were examined. June, 1930. Erie, Pa.*

**A** GENERAL summary of the 1930 campaign was recently sent to State Presidents and to Summer Round-Up Chairmen. A careful study of this summary indicates where we need to strengthen our activities this year in order to make the Round-Up more effective.

There were 4,563 units registered for the Round-Up; 1,919 carried through the Round-Up and 1,462 met national campaign requirements. This means that many units did not study carefully the details of the Round-Up before registering for the same. It is true that local units are giving more consideration to this project every year and are carrying on much more constructive campaigns, and we hope that 1931 will show a much greater proportion of units which carry through and meet campaign requirements.

It is encouraging to note that 54 per cent of the children entering kindergarten and first grade in the communities from which registrations were entered received a physical examination at the Round-Up. As the value of this type of service becomes more generally recognized, doubtless greater numbers will be brought to the Round-Up.

Another significant fact is that although 55,526 children received the Round-Up examination, only 37,915 parents or guardians were present at the examination. An examination of a child unattended by some adult member of the family is apt to show little if any results in correction or defects. The parent or some adult member of the family should be present throughout the examination and should hear the comments of the doctor as he examines the child. Sufficient time should be allowed for the physician to discuss with the parent any abnormal condition he finds in the child and the importance of correcting the same.

Closely related to the absence of parents at the examination is the fact that of 105,732 defects found, only 28,505 defects, or 27 per cent, were corrected by the time the child entered school. The number of corrections could be greatly increased by insisting on the presence of one of the parents or an adult member of the family during the examination.

An exceedingly encouraging fact was that there was a decided increase in the number of children receiving immunization against smallpox, diphtheria, and typhoid fever. Every child should receive these protective treatments before entering school, and the fact that the number of vaccinations against smallpox increased from 11,323 in 1929 to 18,872 in 1930 is gratifying. Diphtheria immunizations increased from 6,720 to 9,908, and typhoid inoculations from 307 to 1,221.

These are just a few of the significant facts brought out by the summary. Undoubtedly, the general summary shows that a great deal of constructive effort has been put into the project in many of the states and that many more children were entered in school last fall with a minimum of defects than would have been the case without the Round-Up. Each year this project should be a more effective instrument to improve the health of little children.



*College Avenue  
Parent-Teacher  
Association, Athens,  
Georgia.*



# MOTION PICTURES

By ELIZABETH K. KERNS

Associate Chairman, National Committee on Motion Pictures

**Body and Soul**—Elissa Landi-Charles Farrell. Fox, 7 Reels. From stage play "Squadrons." Directed by Alfred Santel.

A war drama featuring two aviators in the British Army, a woman spy and also the secret wife of one of the flyers who is killed in action. There is much suspense and mystery in the film as to the identity of these women which is eventually cleared up, and the cloud hovering over the romance is lifted. The drama moves swiftly and holds the interest. Miss Landi is attractive, talented and convincing.

**Adults**—intensely interesting. 14 to 18, no. Under 14, no.

**Born to Love**—Constance Bennett-Paul Cavanagh. R. K. O.-Pathé, 7 Reels. Story by Ernest Pascal. Directed by Paul Stein.

Sex and wartime film portraying the overseas romance of a nurse and army officer. Marriage, reported death of husband, birth of child, remarriage, return of supposedly dead husband, then divorce, make a complicated Enoch Arden drama in which a good cast does its best with an unconvincing story.

**Adults**—fair. 14 to 18, hardly. Under 14, no.

**Caught Cheating**—Charlie Murray-George Sidney. Tiffany, 6 Reels. Story by W. S. Darling and F. Hyland. Directed by F. Hyland.

A cheap, trashy story in which the comedians, as business men, go off on a wild party and become mixed up with gangsters and their women at a masquerade ball. It ends up in a shooting affray too overdone to be funny.

**Adults**—waste of time. 14 to 18, cheap. Under 14, no.

**Clearing the Range**—Hoot Gibson-Sally Eilers. Allied Pictures Corporation, 5 Reels. Story by Jack Cunningham. Directed by Otto Brower.

Outdoor thriller in which Hoot Gibson as a lackadaisical cowboy tracks down and captures a bank robber and wins the girl he loves.

**Adults**—hardly. 14 to 18, thrilling. Under 14, very thrilling.

**Cracked Nuts**—Wheeler and Woolsey. R. K. O., 6 Reels. Story by Douglas MacLean. Directed by Edward Cline.

The usual comedy of the type in which these two stars are generally featured. This one is built around a revolution in a mythical kingdom. Anything likely to bring forth a laugh is made part of the picture until it becomes tiresome.

**Adults**—waste of time. 14 to 18, no. Under 14, no.

**Dirigible**—Jack Holt-Ralph Graves. Columbia, 9 Reels. Story by Lieut. Com. Frank Wead. Directed by Frank Capra.

A very thrilling air film which pictures an expedition to the South Pole. It calls forth wonder and admiration for the skill and efficiency of the camera men. Stunts and wrecks in the air almost beggar description. The sufferings of the wrecked crew are harrowing.

**Adults**—very thrilling. 14 to 18, very thrilling. Under 14, too exciting.

**Dishonored**—Marlene Dietrich-Victor McLaglen. Paramount, 8 Reels. Story and direction by Joseph von Sternberg.

The theme of the story concerns a woman spy, X27, who is hired by her government, Austria, to expose two men. One, an officer, is a traitor to Austria, and the other is a Russian who poses on

his visits to Austria as an Austrian officer. Technically and artistically the film is outstanding and the direction excellent. Marlene Dietrich is appealing and convincing. The sex element is slight and discreetly handled. The story has a tragic though logical ending.

**Adults**—well worth seeing. 14 to 18, hardly. Under 14, no.

**Doctors' Wives**—Warner Baxter-Joan Bennett. Fox, 6 Reels. From novel by H. and S. Lieferant. Directed by Frank Borzage.

A dignified presentation of the real and fancied wrongs which are found in the life of a physician's wife, as well as the difficulties which beset the doctor's path in his devotion to his profession. Warner Baxter is splendid as the doctor, Joan Bennett, charming as the wife, and Cecelia Loftus supplies the comedy element very cleverly.

**Adults**—good. 14 to 18, too mature. Under 14, no.

**Drums of Jeopardy**—Warner Oland-June Collyer. Tiffany, 8 Reels. Story by Harold McGrath. Directed by George Seitz.

An insane doctor vows vengeance on the royal family of Russia because one of its members was responsible for his daughter's death. The "drums," each one a section of a royal necklace, are received by those who are about to meet their doom at the hands of the madman. It is melodrama at its maddest.

**Adults**—doubtful. 14 to 18, no. Under 14, under no consideration.

**Dude Ranch**—Jack Oakie-June Collyer. Paramount, 6 Reels. Story by Milton Krime. Directed by Frank Tuttle.

The story of a "dude ranch" where the guests become bored for lack of excitement. The lack is supplied by three members of a stage troupe in return for room and board. The company as a whole is very good.

**Adults**—amusing. 14 to 18, amusing. Under 14, funny.

**Fifty Million Frenchmen**—Olsen & Johnson. Warner Brothers, 6 Reels. From musical comedy of same name. Directed by Lloyd Bacon.

A technicolor picture adapted as a screen play without music and little plot. The hero makes a bet that he can marry the heroine even if he has no money.

**Adults**—cheap. 14 to 18, not recommended. Under 14, no.

**Finger Points**—Richard Barthelmess-Fay Wray. First National, 7 Reels. Screen story by John Monk Saunders. Directed by John Francis Dillon.

Gangster picture evidently based on the recent murder of a newspaper reporter. The story is tense, quick moving and most unwholesome.

**Adults**—demoralizing. 14 to 18, no. Under 14, no.

**Gunsmoke**—Richard Arlen-Mary Brian. Paramount, 6 Reels. Story by G. Jones and W. S. MacNutt. Directed by Edward Sloman.

Gangsters invade the wide open spaces when the big cities become uncomfortable because of the law. They pose as capitalists guests at a ranch. When gold is discovered they show themselves in their true colors, but they find that the wild west is not to be scared and beaten.

**Adults**—good. 14 to 18, good. Under 14, exciting.

**Indiscreet**—Gloria Swanson-Monroe Owsley. United Artists, 8 Reels. Story by De Sylva, Brown and Henderson. Directed by Leo McCarey.

The theme is that of a woman with a past who endeavors to stop the marriage of her young sister to the man with whom she was formerly in love. Complications ensue which give opportunity for Miss Swanson's dramatic and emotional talent. Arthur Lake, the young sister's suitor, supplies the comedy element.

**Adults**—matter of taste. 14 to 18, no. Under 14, no.

**Iron Man**—Lew Ayres-Jean Harlow. Universal, 9 Reels. Directed by Tod Browning.

An ungrateful prize fighter loses his championship because of a swelled head and the lure of a gold-digging vamp of a wife who utterly fools him. After his defeat he realizes his weakness and ingratitude and is glad to welcome back his former manager whose training made him champion. Robert Armstrong as the manager carries off the honors of the film.

**Adults**—matter of taste. 14 to 18, no. Under 14, no.

**Lonely Wives**—Edward Horton-Laura La Plante. Pathé, 7 Reels. From play by Walter De Leon. Directed by Russell Mack.

A farce comedy in which Edward Horton plays the dual rôle of a lawyer and vaudeville impersonator. The lawyer who "loves the ladies" and bright lights, engages the impersonator to spend an evening in his home, so that he, the lawyer, can escape the eternal vigilance of his mother-in-law and join the ladies at a night club. The plan succeeds and the riot of fun begins. Many of Mr. Horton's admirers will regret that he has been cast in a film in which the humor of the dialogue depends entirely on insidious double meanings, and also risqué situations.

**Adults**—perhaps. 14 to 18, no. Under 14, no.

**Man of the World**—Wm. Powell-Carole Lombard. Paramount, 7 Reels. Adapted from story by Michael Arlen. Directed by Richard Wallace.

A former newspaper reporter because of difficulties in America goes to Paris, where as a means of making an easy living he publishes a scandal sheet blackmailing American tourists.

**Adults**—good. 14 to 18, perhaps. Under 14, no.

**Men Call It Love**—Adolphe Menjou-Leila Hyams-Norman Foster. Metro-Goldwyn-Mayer, 7 Reels. From play "Among the Married," by Vincent Lawrence. Directed by Edgar Selwyn.

Philandering "among the married" in a smart set living on Long Island causes marital rifts which almost end in divorce. It is extremely sophisticated drama in the hands of a very good cast.

**Adults**—hardly. 14 to 18, no. Under 14, no.

**Misbehaving Ladies**—Lila Lee-Ben Lyon. First National, 6 Reels. From "The Saturday Evening Post" story by Juliet Wilbor Tompkins. Directed by William Beaudine.

A pleasing, wholesome and misnamed comedy of a small town girl who marries into a noble family. Her husband dies and she returns to her native town and is taken for a dressmaker. Much chagrin and humor when her identity becomes known.

**Adults**—entertaining. 14 to 18, very good. Under 14, good.

**Mr. Lemon of Orange**—El Brendel-Fifi Dorsay. Fox, 6 Reels. Directed by John Blystone.

Mistaken identity is the basis of the plot of the film in which El Brendel plays a dual rôle. As a gangster he is hardly a success and it rather detracts from his usual rôle.

**Adults**—matter of taste. 14 to 18, not recommended. Under 14, no.

**Not Exactly Gentlemen**—Victor McLaglen-Fay Wray. Fox, 6 Reels. From novel "Over the Border," by Herman Whitaker. Directed by Benjamin Stoloff.

Another of the pioneer melodramas that was bound to follow the successful and popular "Cimarron." Three "bad" men of the good old western days of the early 70's join a land rush in Dakota. There they meet and rescue the heroine and help her establish her claim to her father's gold mine.

**Adults**—fair. 14 to 18, fair. Under 14, exciting.

**Parlor, Bedroom and Bath**—Buster Keaton-Charlotte Greenwood. Metro-Goldwyn-Mayer, 7 Reels. Adapted from play of same name. Directed by Edward Sedgwick.

Farce comedy verging on slap-stick and only fair at that. Very suggestive in spots.

**Adults**—less than fair. 14 to 18, no. Under 14, no.

**Prodigal, The**—Lawrence Tibbett-Esther Ralston. Metro-Goldwyn-Mayer, 7 Reels. Story by Bess Meredith. Directed by Henry Pollard. Lawrence Tibbett plays part of a knight of the open road for whom hobos rather than wealth and family prove attractive. His robust personality and magnificent voice dominate the film.

**Adults**—interesting. 14 to 18, perhaps. Under 14, no.

**Secret Six, The**—Wallace Beery-Lewis Stone. Metro-Goldwyn-Mayer, 7 Reels. Story by Frances Marion. Directed by George Hill.

A splendid cast is given this well-directed film which shows the inside of corruption in a big city. The Secret Six, who have vowed to rout the gangsters and restore law and order, finally accomplish their purpose. The picture is very dramatic, with disregard for law and violence running riot, and not without some comedy.

**Adults**—good of its kind. 14 to 18, no. Under 14, no.

**Single Sin**—Kay Johnson-Bert Lytel. Tiffany, 7 Reels. Directed by William Nigh.

Again the happy home is about to be wrecked by the unfortunate past of the wife cropping up. A supposedly accidental automobile crash removes the blackmailer from the scene. The story is unpleasant and weak, but the cast is excellent.

**Adults**—matter of taste. 14 to 18, no. Under 14, no.

**Subway Express**—Jack Holt-Aileen Pringle. Columbia, 6 Reels. Directed by Fred Newmeyer.

A murder mystery takes place in a New York subway car. Rather a gruesome, slow-moving picture with a few touches of comedy dragged in.

**Adults**—matter of taste. 14 to 18, perhaps. Under 14, no.

**Tailor Made Man**—Wm. Haines-Dorothy Jordan. Metro-Goldwyn-Mayer, 7 Reels. From play of same name. Directed by Sam Wood.

William Haines as a pants' presser with an ambition to succeed in life proves more entertaining than usual. There is more human appeal in the film and less of the wise cracking so much overdone in many of his former pictures. It is clean, wholesome and devoid of vulgarity.

**Adults**—entertaining. 14 to 18, enjoyable. Under 14, good.

**Texas Ranger, The**—Buck Jones-Carmelita Geraghty. Columbia, 6 Reels. Story by Forest Sheldon. Directed by Ross Lederman.

Buck Jones is sent to capture a girl who has become an outlaw to avenge her father's death. Fighting, bandits and comedy make an entertaining western picture.

**Adults**—good. 14 to 18, good. Under 14, perhaps exciting.

# Children's Outdoor Play Suits

BY ALICE CARTER QUERFELD

**I**T is generally agreed that children should spend as much time as possible out of doors. If this is true, gray days as well as gold should be included, for there are other benefits than those received from sunshine. A gentle rain will not harm a child who is properly dressed, and exercise in the fresh air will do him a world of good. It is far better for him to be tumbling and playing out of doors than to be huddled over his toys in a warm house. However, if a child is going to play outside in rainy weather he must not only be adequately dressed to keep from becoming wet, but he must be clothed in garments which will restrict him in his play as little as possible. The United States Bureau of Home Economics has designed a loose one-piece garment which is adaptable to all seasons of the year, for it is made of a light-weight cotton material which combines the qualities of attractiveness, durability, and comfort. The fabric is washable, shower-proof, and because of its close weave warm enough for cold windy days.

The happy child in the illustration is wearing a play suit which is as trim and smart as a child or a mother could wish. A rainy day is great fun when one is wearing a green rain suit with gay metal buttons. Bright colors are not only attractive, but serve as a protection as well. Drab grays and browns are not easily seen by the motorist even on a sunshiny day, but gay reds or blues or greens shine through the

mist and warn the motorist to be careful. Laughing children in their bright play suits make a dark day seem much more pleasant.



© U. S. Bureau  
of Home Economics  
*Outdoor Play Suit*

**C**HILDREN should be taught from a very early age to dress themselves, and it is our duty as adults to provide clothing with easily managed fastenings. Buttons down the back, snaps, ties, or shoulder fastenings are no encouragement to self-help. This play suit has been designed with that thought in mind, and certain features have been carefully selected not only because they are attractive, but because they help the child to form early habits of independence. A lock slide fastener is easy to manipulate, does not work open, and offers more protection from rain than ordinary buttons and buttonholes. To make the slide work smoothly a double fold of rubberized material or oilcloth is stitched underneath the fastener. The legs of the trousers are confined at the ankle by wide bands of the fabric. These are fastened

by metal buttons and elastic loops which are not difficult for little fingers to grasp. To insure even more protection from the rain a triangular godet of the same fabric as the suit may be inserted into each leg at the ankle. Since it is extremely difficult for a child to manage any kind of fastening at the wrist a wise mother will make a sleeve which slips easily over the hand. A closed back is used instead of a drop-seat because in this way one more entrance for rain and cold is eliminated,



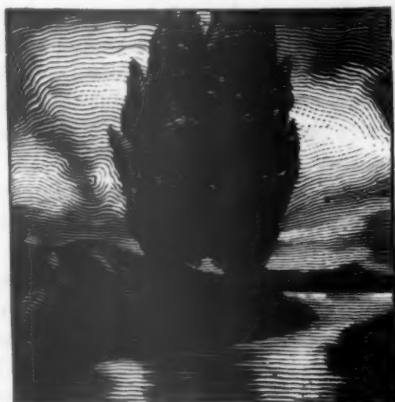
construction simplified, and expense lessened.

Freedom of movement is essential when planning any garment for a child, but it is especially important when designing a play suit. A youngster must be able to run and stoop and bend with ease in his play. In no way should his clothing bind or restrict his movements. Large roomy legs and plenty of fullness in the seat make for comfort. Generous legbands may be worn over either rubbers or galoshes according to the season of the year. Inverted box-plaits in the back of the waist and sleeves add extra fullness without increasing bulk. A yoke of two thicknesses of material is a double protection where rain drips from the hat. Pockets are a joy to all children, but more often than not a source of real worry to the mother because they are constantly in need of mending at the corners. Large pockets reinforced with twill tape and placed low enough to prevent the youngster from bearing his weight on them will obviate this difficulty.

ONE feature of this suit which should not be overlooked is the fact that it may be worn at any time of the year. A light-weight jersey suit worn underneath provides ample protection for even the coldest weather, as it has been found that a

rain-proof suit of this closely woven material is extremely warm when worn over wool. The two garments will not be bulky if they are made of light-weight fabrics. For greater comfort the jersey suit may be made with knitted leg bands which can be tucked inside the galoshes. If desired, in order that water may not run into the shoes, the shower suit can be adjusted with the legs of the trousers on the outside. The play suit need not be discarded when apparently outgrown, for ample allowance can be left for lengthening. If it is made originally with the upper and lower back overlapping under the belt, the seams may be ripped when necessary and the belt sewed to the edges. At least two inches can be added in this way. To make the front relatively longer merely rip the sliding fastener part way up from the crotch and set in a simulated belt. This procedure is not difficult and adds months to the life of the suit.

Almost any child will be delighted with a play suit of this type, for troublesome skirts and dripping coat tails are eliminated. Mother does not need to worry for fear her child will suffer from the cold rain, and the youngster, free from unwelcome admonitions to be careful, can run and play with enthusiasm.



## CHILD WELFARE

*Published in the Interests of Child Welfare  
for the 1,511,000 Members of The National  
Congress of Parents and Teachers*



## THE GRIST MILL

### *The Larger View*

**D**URING the past year every available organization has been enlisted to assist those unfortunate people who have suffered from unemployment, drought, and consequent disaster. An almost unprecedented situation has arisen. Hitherto prosperous homes have been reduced to actual want and little children have lacked nourishment, clothing, warmth, and proper shelter.

Parent-teacher associations, always on the alert to serve the needs of children and to keep them in school, have given splendid assistance in their own school districts. Food, clothing, and fuel have been distributed to families in temporary distress. Jobs have been found where that has been possible. School children have been provided with breakfasts and luncheons. Reports in state bulletins give evidence that the Congress through its members in thousands of local units has given generously in the present financial emergency.

This is as it should be. Unusual demands will come from time to time. In the interests of humanity suffering people must be fed, clothed, and housed, and each individual who is not in want must do his part.

It is in this same spirit of meeting immediate needs, without waiting to untie red tape or to set in motion legitimate relief machinery, that parent-teacher associations have cleaned up dull and dirty schoolhouses, placed pictures on the walls, established playgrounds, and gone through all the well known phases of the "equipment stage." Mothers make up the bulk of the Congress membership and they are in the habit of giving first aid to children before the doctor arrives. More power to mothers! Their training and their interest in children qualify them to act immediately in emergencies when the child is in dire distress. Warm hearts and deep sympathy prompt immediate action. In parent-teacher groups the same action is manifest—immediate help for the helpless and dependent ones.

But, do our Congress units stop here? Do they look over the edge of their push-carts merely to see the wheels go 'round? Not at all. It is the ultimate goals of the parent-teacher movement in which all thoughtful members are interested. No mother with a high intelligence quotient trusts to her own emergency remedies for the burned child. She immediately sends for the trained physician in order that the best medical treatment may be given, that bad results may be minimized, and future disaster averted. In like manner the parent-teacher association regards schoolhouse equipment and the giving of food and clothing merely as first aid; as something that must be done in certain emergencies.

**W**HAT is the far-off view that parent-teacher associations dimly glimpse in the future? Surely they are not thinking of themselves as permanent distributing agencies for community chest funds, or as gatherers and dispensers of second-hand clothing, or as kitchens to feed the hungry, for, except in some rural sections, there are thousands of agencies directed by social workers which are organized for this purpose. Surely they are not thinking of permanently supplying the school with drinking fountains, radios,

and cooking appliances; some day all of these will be supplied through general taxation. These material aids are merely temporary expedients which leave the great objectives untouched.

The National Congress is out for formation rather than reformation; it is out to get the robbers off the road, rather than to develop good Samaritans. It is out to lay the foundation of a new epoch which shall see no business depressions, no poverty, no crime, no carelessness resulting in blind, deaf, crippled, and imbecile children, no public charges. In other words it would do away with the human scrap heap and all the general misery to society which this implies. In addition to the human suffering summed up in the dependent group, made up of criminals, invalids, incompetents, paupers, degenerates, morons, and loafers, there is no doubt that one-fourth of the revenue of the average state is consumed in caring for these unfortunates. That would make a tidy sum to spend in preventive work.

Parent-teacher associations know perfectly well that they are baling with a corn popper when they do merely charity work. They are looking forward to the time when their constructive, educational program will have produced such intelligent, cooperative parents, such progressive schools, and such public sentiment in favor of the child that every boy and girl will have a fair chance from birth to maturity.

THESE are the great objectives, and they may be attained when the Congress can interest all citizens to work intelligently for them.

*"If we could but have one generation of properly born, trained, educated, and healthy children, a thousand other problems of government would vanish."*—HERBERT HOOVER.

The corner stone of this truly epoch-making program of the Congress is parent education. The next stone is cooperation of all those members of society in home, school, church, and community who are responsible for the welfare of the child. That means everybody. The education and protection of the child is everybody's business.

Knowledge we have. But knowledge must be brought into the daily current of the lives and thoughts of fathers, mothers, teachers, business leaders, and government administrators.

"The problem of our generation," says Glenn Frank, "is to bring knowledge into contact with life and to make it socially effective. The men and women who can help us to do this will be the engineers of

a new renaissance." Here is the great opportunity for the National Congress of Parents and Teachers.

In her first address to the National Congress of Mothers in 1897, Mrs. Theodore Birney quoted these

words: "To cure was the voice of the past; to prevent, the divine whisper of today."

Parent-teacher members have not forgotten these words spoken 34 years ago. They are inspired to make the National Congress of Parents and Teachers an outstanding illustration of a great democratic organization of lay members and professional educators who are working to prevent human suffering at the present time, and to lay the foundation for a "new renaissance" in the future through a recognition of the fact that physical, mental, and moral handicaps would not exist if their causes were studied and removed. They see in the shining distance "a city that is to come."

—MARTHA SPRAGUE MASON.



## Congress Comments

Mrs. Victor Malstrom, national chairman of the Committee-at-Large on Program Service, conducted a program conference at the meeting of the Inland Empire Education Association, held at Spokane, April 8-10.

*Mrs. C. E. Roe, field secretary of the National Congress, had a busy April schedule in Arkansas and Tennessee, with the state convention at Paducah, Kentucky, April 21-24, added as an interlude to the Tennessee program.*

Edgar G. Weller and H. S. McCoy were instructors in a twenty-hour parent-teacher leadership class in Springfield, Ohio, from January 21 to March 25. The course was sponsored by the Springfield Parent-Teacher Council and the Night High School.

*Miss Frances S. Hays, secretary of the Research and Information Division of the Congress, attended the 14th convention of the Michigan Congress at Traverse City, April 22-24. She led conference groups, addressed general sessions, and assisted in solving problems in her own field of work.*

Michigan, by the way, claims that the Men's Breakfast is a regular event at its state conventions and suspects that the National Congress at Hot Springs is following its lead. No doubt it's a good one.

*If you are interested in garden making, advice about nourishing, inexpensive foods, and simple recipes, write to the Bureau of Home Economics, U. S. Department of Agriculture, and ask to have the weekly Market Basket sent to you.*

Mr. W. W. Beatty, Superintendent of Schools, Bronxville, New York, and associate chairman of the National Congress Committee on Recreation, will give the course in school administration at the Institute of Progressive Education to be held at Syracuse University, Syracuse, New York, July 6 to August 14. See Bulletin Board. Mr. Beatty was a speaker at Wellesley College on April 11 where a parent education conference was held under the auspices of the college and the Massachusetts Parent-Teacher Association.

*Mrs. Louis T. de Vallière, a vice-president of the National Congress, was a member of the planning Committee for the New Jersey Conference on Child Health and Protection, April 16-18. Mrs. George Hoague, president of the Massachusetts Parent-Teacher Association, is serving on a similar committee in Massachusetts. Each state is expected to organize in order to give to the general public the findings of the White House Conference held in November, 1930.*

The National Recreation Association, 315 Fourth Avenue, New York, has prepared for

Congress units a set of lantern slides with a lecture, on "The Right Use of Leisure." The only charge for using the slides is the expressage.

The Ohio Congress loans a Summer Round-Up film to local associations in its state membership, and also slides on "A Successful Health Program."

*The Atlanta Council of Parents and Teachers is composed of 53 associations with a total membership of 15,000.*

There are 121 associations in the Kansas City, Missouri, Council of Parents and Teachers. The activities of the Council for the past two years are described in a recent issue of the council bulletin: a monthly publication; a Better Films committee, with the result that 25 picture houses show only approved films on Friday evenings; programs planned in advance by 75 per cent of the associations; a yearly average of 12,000 garments and several hundred pairs of shoes and stockings given to keep children in school; a publicity class meeting once a month; parent education classes under trained, paid leaders; a series of community picnics as the only money-making project of the year. One-fourth of the proceeds is given to the Mary Harmon Weeks Scholarship Foundation, named in honor of the founder of parent-teacher work in Missouri. For the past three years the Foundation has granted annually an average of 36 scholarships, which represent gifts amounting to \$2,091.

*Mrs. C. E. Roe, field secretary for the Congress, carried out an interesting program in Alabama during March. A joint district meeting at Montgomery was attended by 100 delegates. One group drove sixty-five miles to reach the meeting. At York, where schools were closed on the day of the district meeting, the slogan is: "To live in York is to join the parent-teacher association." Miss Mary England, director of School and Community Organization, planned district programs, drove the secretary in her car, and participated in the programs.*

The 54 study groups in North Carolina were inspired by having Dr. Ada Hart Arlitt in the state in April. Last year Dr. Ruth Andrus of New York was a great help to these groups.

*Mrs. Harry Cope, national chairman of the Committee on Art, writes an appreciative comment on the artistic make-up of the covers of the "Louisiana Parent Teacher." "A Courtyard in the Vieux Carré, New Orleans," on the February cover, is charming and decorative.*

The July-August number of CHILD WELFARE will contain the reports of the national convention. The June issue will be in print by the time the convention is held.

*The editor regrets that six state conventions held in April were not listed on the Bulletin Board in CHILD WELFARE because convention notices were not received.*

June, 1931



## ...without benefit of soap and water?

This big, fine school is modern in every respect but one! Cleanliness facilities are entirely inadequate! Not enough handwashing equipment! Not enough towels, soap or even time for handwashing!

Upstairs the school teaches cleanliness. Downstairs the school denies it. Who is to blame?

To answer this and other questions, Cleanliness Institute made an extensive survey of handwashing conditions in 145 typical schools in 15 states.

Only 31% of the public schools investigated provide the three essential handwashing facilities—soap, warm water and drying equipment. The other 69% attempt to teach cleanliness *without benefit of soap and water.*

Such conditions are appalling when we consider that 92% of all deaths attributable to

*A recent survey made by Cleanliness Institute indicates handwashing facilities are inadequate in 69% of our public schools... Is your school among the 69%?... Read the free booklet offered below.*

communicable disease are caused by micro-organisms entering the body through the nose or mouth. Handwashing is an important weapon in the fight against communicable disease!

Is your school among the 69%? What will you do—what *can* you do—to correct such conditions in your community? *Two Hands Go to School* is the title of a booklet which every parent, teacher, health worker should read. You will find it helpful in attacking your local cleanliness problems.

Send for your copy of this thought-provoking little book. Free. Use coupon.



## CLEANLINESS INSTITUTE

*Established to promote public welfare  
by teaching the value of cleanliness*

June, 1931

CLEANLINESS INSTITUTE, Dept. 2 F—C.W. 6-31  
45 East 17th Street, New York, N. Y.

Please send me free of all cost a copy of "Two Hands Go to School"

Name \_\_\_\_\_

Title (teacher, parent, etc.) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_



## MENTAL HYGIENE

**E**ACH month on this page will appear suggestions about the mental hygiene aspects of child training. Their publication here constitutes part of the official program of the Committee on Mental Hygiene of the National Congress of Parents and Teachers. Dr. George K. Pratt, New York City, is Chairman of the Committee.

The suggestions are brief, pithy and practical. Please note that this page on which they regularly appear is perforated at the side. Tear it out each month and pin it to the wall of the kitchen or bedroom for ready reference. At the end of the year you will have a set of leaflets helpful to you when troubled about dealing sensibly with many children's problems.

### DO I FRIGHTEN MY CHILD SO THAT HE BECOMES TIMID AND FEARFUL?

By: Threats of the "bogey-man"?

Threats of leaving him?

Threats of horrible punishments?

Telling him frightening stories?

Inflicting my fears and terrors on him?

Constant worry over his minor accidents, ailments and habits?

*Fear Is Our Most Important Emotion; a Little Goes a Long Way*

**I**T is a sure sign of weakness to resort to threats to gain obedience from a child. When threats are not carried out, because to do so would be utterly impossible, or because so many are made that they cannot be remembered, they soon lose force. At first they work, because the child fears something may actually happen. Later they are either disregarded or become imbedded and cause pathological timidity and sensitiveness. Mothers play on the love of their children and threaten them with its loss. What wonder that love itself soon begins to mean nothing to the child? Then the parent complains of the child, when really the parent is at fault.

**T**HE fearful child has a serious handicap. Fear of the dark, fear of animals, fear of people, fear of mysterious and unknown forces—all these are trained into the child by the parents, who have the same fears, or expect these fears in the children, or implant them in the child by threats.

**P**EOPLE threaten the child with the doctor. They threaten him with medicine. Then when a doctor or medicine is needed, the child is in a panic. Never threaten a child with something which he may presently have to experience for his own good.

**L**ET your child have some independence. He can think. Give him reasons, guide him carefully. Do not terrorize him. Never make promises or threaten a punishment that you cannot carry out. Always make good on your word. Punish him for his acts, not for your own. Train him properly in the first five years, and the rest of the way will be much easier. You must grow with your child. Parents take credit for the desirable reactions in a child—why not take the blame for the undesirable?

From *Points on Child Behavior*, by Lawson G. Lowrey, M.D., published by The National Committee for Mental Hygiene, 370 Seventh Avenue, New York City.  
With this lesson closes the series on Mental Hygiene which began in the issue of October, 1930.—EDITOR.

## Children and the Movies

(Continued from page 599)

believe I am safe in saying no intelligent parent even wishes to shift to the school or to the church or to neighborhood standards, is that of training children to choose and enjoy their movies and talkies with intelligence and moderation. Children after a few years become pretty good judges of pictures for themselves. At twelve, maybe even sooner if they have had the proper training, they can distinguish the fine, artistic, and satisfying from the cheap and tawdry or positively coarse. Even in this day of blasé children, show me the child who isn't flattered when his parents suggest that he will now be able to appreciate a certain kind of picture. Of course little brother won't go this time for he wouldn't know what it is all about.

In helping to implant in our children a sane attitude toward pictures I can think of at least two things which might help: First, a recognition by the parents that there is a movie problem, and a desire on their

part to *do* something about it; second, a recognition of the importance of an early start and the courage to carry on, even though a great deal of time and thought are going to be necessary to accomplish results.

Our entire nation probably spends less for educational research for its 20,000,000 school children than one business is spending on improving the "talkies."

E. L. THORNDIKE.



Founded in 1728 by Benjamin Franklin

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## Of Interest to New Associations

"Parents and Teachers" is the official textbook of the National Congress.

Part I contains chapters by prominent educators:

PRINCIPLES OF EDUCATION, by Professor Henry C. Morrison  
CONTRIBUTION OF THE HOME TO EDUCATION, by Sarah Louise Arnold  
CONTRIBUTION OF THE SCHOOL TO EDUCATION, by Payson Smith  
CONTRIBUTION OF THE COMMUNITY TO EDUCATION, by Joseph Lee  
CONTRIBUTION OF RELIGION TO EDUCATION, by Dr. Luther A. Weigle.

The chapters in Part II are devoted to the following subjects:

The National Congress of Parents and Teachers  
A State Congress of Parents and Teachers  
Types of Local Associations  
Program-Making  
Activities of a Parent-Teacher Association  
Parent-Teacher Leadership  
The Parent-Teacher Association in Rural Schools  
What Educators Think of Parent-Teacher Associations  
A History of the National Congress of Parents and Teachers.

Every association should own a copy of this book. Single copy, price, \$2.00. Eight-page outline based on the textbook, 5 cents. A copy of the textbook, a copy of the outline, and a one-year subscription to CHILD WELFARE MAGAZINE, \$2.50. Order from

CHILD WELFARE, 5517 Germantown Avenue, Philadelphia, Pa.  
*The National Parent-Teacher Magazine*



# OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG  
372 Normal Parkway, Chicago, Illinois

## MAINE

### *The Parent-Teacher Bulletin*

In an effort to establish closer contact between the Maine Congress state office and the local associations of the state, the *Maine Parent-Teacher Monthly Bulletin* has been entirely revamped and furnished with an attractive cover.

Concerning it the editor says, "No bulletin, however good, will accomplish results unless the individual members do their part; that is, subscribe to it, read it, and have their local associations contribute items of interest to it regularly. . . . This bulletin, together with the *CHILD WELFARE MAGAZINE*, should be part of the equipment of every local officer."

A suggested program for a High School P. T. A. is given in the December issue:

"For example, the plan might provide a general get-together meeting for October. In November, during Education Week, the last two (school) periods might be held in the evening so that the parents could witness the work in the classrooms. In December, the presidents of the various clubs, societies, and the student council could tell about their activities. In January, a musical program could feature the glee clubs, orchestra, and band. Pupils from the practical arts courses could demonstrate and describe their work in February, and show finished projects developed in the home economics and manual training courses, with refreshments served by the classes. A rousing good athletic program could be given in March with a report from the officers of the athletic association. In April a

short play or sketch might be presented by members from the commercial courses to show their conception of the routine work of a business office."

## CALIFORNIA

### *Football Game Adds Four Thousand Dollars to Oakland Council Nutrition Fund*

Senior students from five high schools east of Lake Merritt, California, competed against senior students from three high schools west of the lake in a game of football last November which netted the nutrition fund of the Oakland Council of Parents and Teachers Association a little over four thousand dollars. The nutrition fund is used to buy milk for elementary grade children who are undernourished and to buy and repair shoes for needy children.

The superintendent, who proposed the plan, the Board of Education, school faculties, students, and parent-teacher association workers combined to keep expenses low, to organize rooting sections, to provide bands, and to produce a record attendance at the game.

The spirit of service manifested was awe-inspiring. The big high school boys playing so that smaller children might have a better chance for health and an education; busy school heads putting much time and thought into the details of organization for so huge an undertaking; loyal parent-teacher members promoting the event—all combined to make the effort a big financial success, and

(Continued on page 630)



## Six weeks ago Joan was "skin and bones"

*Now she is 7 lbs. heavier and strong as a little ox*

"IT FAIRLY broke my heart to see how thin and delicate Joan was. Why, the child was just skin and bones; no matter how much she ate she couldn't gain an ounce.

"My cousin, who is a nurse, told me that Joan was undernourished and she suggested Cocomalt. Joan liked it so much I gave it to her at meals and between meals. As Cocomalt is mixed with milk, Joan not only gets far more milk this way, but all the *extra* nourishment that Cocomalt gives. In only six weeks she has gained 7 pounds and is strong as a little ox!"

Growing children need the *extra* pro-

teins, carbohydrates and minerals that Cocomalt gives. This delicious, chocolate flavor food drink adds 70% more nourishment to milk, *almost doubling the food value of every glass your child drinks.*

Vitamin D, the same element produced by summer sunshine, is present in Cocomalt. It helps to ward off rickets and to build strong bones and sound teeth.

### **Special trial offer—send coupon**

Cocomalt comes in powder form, ready to mix with milk. ½ lb., 1 lb., and 5 lb. family size. At grocers and drug stores. Or mail coupon and 10c for trial can.

# Cocomalt

DELICIOUS HOT OR COLD



ADDS 70% MORE NOURISHMENT TO MILK

R. B. DAVIS CO., Dept. L-6, Hoboken, N. J.

I am enclosing 10c. Please send me a trial-size can of Cocomalt.

Name.....

Address.....

City.....State.....



*Parent Education Class in  
the David Lubin School,  
Sacramento, California*

*(Continued from page 628)*

in addition produced a spirit of service and cooperation which was of even greater value to the participants and to the onlookers.—**MRS. BEN J. SMALL, Oakland.**

#### *A Radio "Ear" for Deaf Children*

By means of a new invention, introduced to the Gough Oral Deaf School of San Francisco by the parent-teacher association, children of the school who heretofore never heard the human voice are enabled actually to hear their teacher for the first time.

This new invention was purchased by the Board of Education after a trial of six months. By means of headphones, extending from a master control operated by the teacher, pupils whose hearing is partially or wholly impaired can hear the teacher's voice.—**MRS. H. C. ROTHWELL, 373a Fair Oaks Street, San Francisco.**

(Note.—Mrs. Hugh Bradford, national president, visited the Gough Oral Deaf School in December and was much interested in the work for handicapped children.)

### MISSOURI

#### *College Parent-Teacher Associations*

In Missouri, parent-teacher cooperation in higher education is coming to be a reality instead of merely an ideal. Parents are

realizing that their responsibility in the education of their youth does not end when the boy or girl enters college. College presidents and deans feel that cooperation on the part of parents or guardians is most helpful if the college is to mean the most to its constituency.

Answers to questionnaires sent out by the state chairman of College Parent-Teacher Associations for the purpose of ascertaining the attitude of college presidents toward this final link in the school and home co-operative program are proving most gratifying. The response on the part of parents at the Kansas City convention of the Missouri branch of the National Congress to that portion of the program given over to the discussion of this phase of parent-teacher work shows that parents are ready to carry on as they did when their children were younger. Even parents of very young children were vitally interested because of the help they could get in formulating a life program of education for their little ones.

There are now functioning in Missouri three live college associations, which are units of the National Congress. The Hardin College Club of Mexico, Missouri, became a Congress unit in 1928. It was organized in 1922 in order to arouse interest in the college on the part of a larger



number than was included in the Alumni Association. Anyone really desiring to further the welfare of the college may be a member. The club projects have been of real value to the college. When Richardson Hall, the new dormitory, was built, \$1,200 was raised to furnish the library as a memorial to the old Seminary from which Hardin College grew. Large sums have been raised for emergency purposes from time to time. The Hardin Club is most valuable in the social life of students and faculty. Early each fall a reception is given to help them get acquainted. Beautifying the campus is another project, but the one of most importance is the Student Loan Fund, which has grown to such proportions that three girls can be given loan scholarships each year. Hardin College is a private institution with a history of progress since 1873, and the Hardin College Club is the type of college unit that could function in all such institutions.

The Caruthersville Junior College Booster Club and the Monett Junior College Booster Club are college parent-teacher associations in public junior colleges, and their activities show what can be done in these new institutions. The Caruthersville Club has in its large membership sixty men. The dues of five dollars a year finance the activities of the organization. The Monett Junior College Booster Club is the largest college unit in Missouri, having a membership of one hundred and seventy-six. The dues are one dollar per year. Substantial sums are raised for the college when necessary, and an endowment fund is being created. Other activities of these college units are similar and include as special projects an employment bureau that finds work for students needing to help finance their college career, a revolving loan fund for needy students, and provisions for the physical, social, and moral well-being of the student body. — MRS. LAWRENCE L. ST. CLAIR, Hannibal.

## MASSACHUSETTS

The little town of Seekonk has a parent-teacher council which has done some rather

unusual things. One of the local units started a Sunday school for all children who wanted to go. Simple Bible lessons are taught and the school is as nearly non-sectarian as possible. Six or seven nationalities are represented. The need was occasioned by the fact that the section of the town in which the Sunday school was started is two miles from the nearest church and an electric car line was discontinued.

Another association pays for the material used at an English class in American citizenship which is held weekly in one of the school buildings. The principal and the assistant principal of the school are giving their services as instructors.

Seekonk is so long and narrow that the north end and south end associations are ten miles apart. Because of this separation the Seekonk Council voted that each unit should have a bulletin board in its own district. Four of these boards are at cross-roads and one is 100 feet from an intersection. They are used to give notices of all town activities, as well as for those of the parent-teacher associations. The name of the association is at the top of the board



*Bulletin Board in Seekonk, Massachusetts*

and the space for notices in the middle, and at the bottom is the motto, "Pull Together Always."

An all-day parent education conference was held at Wellesley College on April 11, under the auspices of the Education

Department of Wellesley College and the Massachusetts Parent-Teacher Association. From 300 to 500 parents, teachers, professors, principals, and superintendents attended the meetings. From the kindergarten to the college freshman, all phases of parent education were discussed by representatives of Wellesley College, the Judge Baker Foundation, and other institutions. Mr. Willard W. Beatty, associate chairman of the National Congress Committee on Recreation, made a clear-cut presentation of modern methods in education as practiced in the schools of Bronxville, New York, where he is superintendent.

There were exhibits of the publications of the National Congress and other educational organizations; of art and handcraft work done by school pupils; and there was a demonstration of dancing by children and Wellesley College students. The morning meeting was held in the beautiful Faculty Assembly Hall in the new Hetty Green Administration Building.

## The Sand Box

(Continued from page 593)

garden. Our latest endeavor is a pile driver. No matter how simple the endeavor, it is



Outdoor Play in the Sand Box

enhanced if Mother sees in it what the child is trying to do. Almost anything which comes within the child's experience he will re-create in his sand box.

# Convention of The National Education Association *Los Angeles, California, June 26-July 4*

## NATIONAL CONGRESS OF PARENTS AND TEACHERS SECTION

GENERAL THEME: *Correlation of Home and School Education Through the Parent-Teacher Association*

Topics to be discussed include:

*Correlation of Education in the Grade Schools with the Home.* Mrs. W. A. Price, President, California Congress of Parents and Teachers, San Diego, Calif.

*The Secondary School Type of Correlation.* Nicholas Riccardi, Chief, Division of Secondary Schools, State Department of Education, Sacramento, Calif.

*Practical Cooperation Between State Boards of Education and State Branches of the Congress.* Vierling Kersey, State Superintendent of Public Instruction, Sacramento, Calif.

*Safety for Children in Home and School.* Mrs. J. B. Potter, National Safety Chairman, National Congress of Parents and Teachers, Redondo Beach, Calif.

*Education by Radio as a Factor in Equalizing Opportunities.* Joy Elmer Morgan, Chairman, Publications Committee, National Congress of Parents and Teachers; Editor, *The JOURNAL of the National Education Association*, Washington, D. C.

# Parent-Teacher Courses

## Columbia University

ONE of the most interesting developments in education during the

BY FLORENCE V. WATKINS

past decade or more has been the increased desire of teachers and administrators for a knowledge of the newer movements in education, as indicated by their attendance in large numbers at the summer sessions of higher institutions of learning. As these newer movements are studied it becomes clear that no one of them can succeed except by the closest cooperation between the home and the school in the educational program. Without such cooperation only indifferent success can be secured. With a distinct sense of this need, Teachers College, Columbia University, New York City, offered the first parent-teacher credit course in any American university during the summer session of 1922. This course has been repeated each summer since then. For the past several years two additional courses have been added.

Teachers College, in cooperation with the National Congress of Parents and Teachers, is offering in the Summer Session of 1931 three courses on "The Organization and Administration of Parent-Teacher Associations." The courses open on July 6 and close on August 14. They are of graduate grade, and in the case of students matriculated in Teachers College, may be credited towards all degrees.

The first course gives opportunity for a careful scrutiny of the present-day movement for a closer cooperation of the home with the school, its place in the general scheme of education, and its development in this and other countries. A critical examination will be made of conventional plans and a constructive presentation of new ones for organizing and conducting different types of associations of parents and teachers.

June, 1931

Special attention will be given to the legitimate fields of activity and appropriate

enterprises of each type, as well as to outstanding present-time variations, from the preschool group through the elementary and secondary school to the college association.

The course takes account of the organization relationships of the local, district,



*Class in Parent-Teacher Course at George Washington University—Mrs. Watkins standing at right*

county, city, state, and national associations, their advantages and disadvantages, their strength and weakness, with respect to schools, school officials, and school administration. A full opportunity is offered for a frank discussion of the dangerous trends as well as the possibilities of increasing usefulness and success. Special emphasis will be laid on the value and character of cooperation on the part of groups of parents and teachers with many other educational, social, and welfare agencies.

The approach in this course will be from the point of view of those outside the organized groups engaged in this cooperative movement. The whole manner and method will be frankly critical, the purpose being to formulate new and definite objectives

through constructive thought and discussion.

An exhibit showing many of the free published helps furnished by various parent-teacher organizations and also much of the literature of the cooperating agencies, as well as a poster and chart display, will be open to students in education, to superintendents, principals, teachers, and parents.

Although this course is planned particularly for administrative and practicing teachers and will deal with all problems in the light of their experience, it is open to parent-teacher workers, and their views and attitudes will be sympathetically considered. This course extends through the entire six weeks, the class meeting on Monday, Tuesday, and Wednesday of each week from 2.30 to 3.30 P. M. It carries one point of credit.

For those who wish more extended survey and project work in the field of home and school cooperation, a second course is open only to students registered for the first course. It meets on Thursday and Friday of each week from 2.30 to 3.30 P. M. Students taking this course receive one point of credit, or two points for the two courses.

A third course is also offered which carries two points of credit and meets daily from 3.30 to 4.30 P. M. throughout the entire six weeks. This course is planned for advanced students who have had at least two years' experience in the movement for cooperation of home and school, who have had or are taking the first course, and who may desire to prepare for teaching in this special field in normal schools, colleges, or universities. As this course is designed primarily to give such preparation, the projects considered are critically worked out from the standpoint of the administrative teacher as well as from that of the parent with the object of developing a degree of certitude as well as insight into the very special problems involved. As the demand for teachers of parent-teacher courses is increasing rapidly and as a first-hand knowledge of the movement is necessary for successfully teaching such courses, it is hoped that members of the faculties of educational institutions will sense the value of taking this

course to prepare them to teach similar courses in their own and other state educational institutions.

The registration days for the Summer Session are July 1, 2, and 3. Tuition is charged at the rate of \$10 per point. In addition to the tuition fees, each student is required to pay a University fee of \$7 for the Summer Session. Parent-teacher workers who do not desire credit for the work done pay only the University fee.

A parent-teacher conference is planned on Thursday and Friday, July 23 and 24, at Teachers College, 525 West 120 Street, New York City, for parent-teacher workers and students. As problems especially connected with the conduct of local parent-teacher associations will be discussed, there will be no fee and no registration for this conference. All parent-teacher workers and students are eligible to attend.

## Modern Youth

"How old are you?" inquired the visitor of his host's little son.

"That is a difficult question," answered the young man, removing his spectacles and wiping them reflectively. "The latest personal survey available shows my psychological age to be 12, my moral age 4, my anatomical age 7, and my physiological age 6. I suppose, however, that you refer to my chronological age, which is 8. That is so old-fashioned that I seldom think of it any more."—*Forbes*.

In the July-August issue will be found reports of the National Convention at Hot Springs and excerpts from addresses. The index of articles which have appeared in *CHILD WELFARE* since September, 1930, will be found, also, in the coming issue. This will be of great assistance to those who are planning programs for the coming year.



# The Wickersham Report

BY ELIZABETH TILTON

**T**HE Wickersham Report calls for no immediate legislation that affects the legislative program of the National Congress of Parents and Teachers. The findings are definite. The opinions of individual members of the Commission are extremely varied. They were described by Mr. Colby thus: "Chaos, umpire sits, and more embroils the fray." The fact is, moral revolutions are not decided by commissions. They work themselves out by experimentation through decades. A few have the vision. A moral revolution advances, retreats to take up a lower level of society, advances again, and finally enough people understand, and the new idea ages into custom accepted by all. Thus was it with democracy and anti-slavery. Thus will it be with prohibition.

The Commission reports that in this era of increased transportation, the alcohol problem is a much more dangerous one than in the old days. It finds no help in beer and wine modification, nor does it believe that appropriations for enforcement should be decreased.

Should prohibition be repealed, it proposes a new constitutional amendment that would allow Congress to prohibit or regulate. The states would vote every two years whether they wanted prohibition or regulation. It is not probable that this proposal will ever materialize, as it would not suit the purposes of the two main forces that carry on the great newspaper onslaught against prohibition. These forces would seem to be: (1) Brewers, bankers, etc., who want the millions in liquor back, and who would never agree to a program that made their business unstable; (2) Eastern financiers and others who want to "get prohibition out of politics," because by breaking up party alignment it breaks up the control of Congress that they must have to carry on their vast financial schemes. These finan-

ciers want to get the question back to the states. The above proposal of the Commission would make it, as President Hoover said, a live Congressional fight for years to come. So, should repeal come, it would probably follow the lines of "Brewers and Billionaires," that is, we should go back to the old conditions, where each state decided for itself what to do about the liquor evil. This latter danger is really what the nation faces.

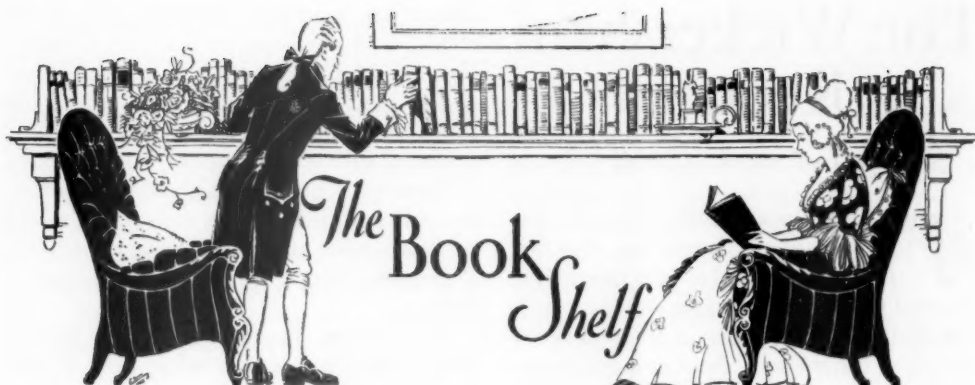
Mr. Roscoe Pound said, "The trouble with prohibition is that while enough people agree to its first object, getting rid of the saloon, not enough people agree to its second object, general total abstinence."

Mr. Wickersham says that he sees no escape from the return of the saloon in any practicable alternative to prohibition. It simply would come back. We suffer, he says, from the fact that "the older generation very largely has forgotten, and the younger generation never knew, the evils of the saloon, and the corroding influence upon politics, both local and national, of the organized liquor interests. . . . Therefore, despite the well organized financial propaganda . . . and increasingly hostile public opinion, I am not convinced that the present system may not be the best attainable, and that any substitute would not lead to the unrestricted flow of intoxicating liquor, with the attendant evils that in the past always were a blight on our social organizations."

It seems apparent that prohibition will be enforced: (1) When enough people are against the saloon; (2) when enough people recognize, with Mr. Wickersham, that everything but prohibition risks bringing back the saloon; (3) when enough people understand that in this mechanized age total abstinence, rather than temperance, must become the rule of the road and the air. The part of parent-teacher associations would seem to be to get the truth across to the people. Otherwise, we certainly run the danger of returning to the old conditions, and going over the whole fight again.

The crux of the liquor situation today is a good, old-fashioned crusade for total abstinence.





BY WINNIFRED KING RUGG

**T**HE *Gleam in the North*, by D. K. Broster, is a stirring tale of Jacobite plots in the Scottish Highlands, after the fashion of the same author's *Flight of the Heron*; and indeed it is a sequel to that novel although a complete and independent story in itself. Dr. Archibald Cameron, a loyal supporter of Prince Charlie, was a real character and his adventures as related by Miss Broster follow historical fact. Around this nucleus of fact she has built a thrilling story peopled with convincing characters. Dr. Cameron's cousin, Ewen of Ardroy, who stood between his kinsman and imprisonment and death, is a character to which youth will respond — chivalrous, strong, skilful, quick-tempered but devoted. This book belongs to the old tradition of the substantial historical novel, but it is written for modern readers — for anyone over 12 — and is brimful of action.

Irene Cooper Willis has written a life of Florence Nightingale for older girls that is a creditable piece of work and makes fairly good reading out of an heroic yet somehow unexciting career. A slight vein of irony in the writing puts the book outside the range of girls under 16. Perhaps the chief value of the book lies in its picture of young ladyhood in Victorian England — the vapidity, boredom, and restrictions of that existence. Second to that in interest is the clear account of Florence Nightingale's services in behalf of the "new art and new science" of nursing during the years between her first trip to the Crimea in 1854 and her retirement from the active direction of her nursing school, about

1898. Mrs. Willis's *Florence Nightingale* is a book worth owning. . . .

California in the old days of the Spanish possession forms the background of Hildegard Hawthorne's pretty tale of adventure and mystery, *The Secret of Rancho del Sol*. The story is connected with the hunt for a secret which guarded a long-lost treasure once belonging to the family of the Rancho del Sol. The plot, interesting in itself to young lovers of mystery tales, offers a convenient means of introducing descriptions of life in California's Spanish days, with an account of a great rodeo and a fiesta. The characters are conventional, but the author has a real knowledge of the manners and customs that she describes.

There are nine stories in *The Hostages*, by Naomi Mitchison, each of which brings the boys and girls of its period into living reality, and all of which, together with their introductions,

make "a kind of continuous chain of vision between the fifth century B. C. and the eleventh century A. D." Mrs. Mitchison has been called by some reviewers the outstanding writer of historical fiction of the present day. She is best known for her stories of ancient Greece. In these stories she has written about Athenians, Etruscans, Romans, early Britons, Franks, English, and Normans. As usual she makes her characters talk with a modern accent; her young readers may feel that she is better at conversations than at inventing a story. At any rate her book gives a good bird's-eye-view of the ancient and mediæval history of Europe.

"The Gleam in the North," by D. K. Broster. New York: Coward-McCann, Inc. \$2.50.

"Florence Nightingale," by Irene Cooper Willis. New York: Coward-McCann, Inc. \$2.50.

"The Secret of Rancho del Sol," by Hildegard Hawthorne. New York: D. Appleton and Co. \$2.

"The Hostages," by Naomi Mitchison. New York: Harcourt, Brace and Co. \$2.50.

"How It Happened," by Rhoda Power. Boston: Houghton Mifflin Co. \$2.

"Max, the Story of a Little Black Bear," by Mabelle Halleck St. Clair. New York: Harcourt, Brace and Co. \$2.

"Parties and Picnics for Very Young People," by Edna Sibley Tipton. New York: T. Y. Crowell Co. \$2.

In *How It Happened*, by Rhoda Power, thirty-two folk tales collected from all parts of the world answer some of the questions propounded by curious children. Why the jelly fish is soft? Why the robin has a red breast? Why the sea is salt? Why the rose has a thorn? And ever so many other mysteries of nature have been explained by the myth makers, and their stories have been here retold with considerable charm by Miss Power. From Australia, Thibet, the Philippines, Germany, Italy, Cornwall, Denmark, and elsewhere come the stories, which are enhanced by line-cuts done by Agnes Miller Parker. The book is suited to children from 7 to 10.

*Max, the Story of a Little Black Bear*, by Mabelle Halleck St. Clair, is also enlivened by particularly attractive illustrations. Max was a black bear cub who spent a year in the family of a mining engineer in the Rockies. The many depredations of Max were all forgiven by the family on account of his droll appearance—like an inverted comma—and his engaging ways.

This is a jolly, well written book for children of almost any age, and it is a true story, too.

*Parties and Picnics for Very Young People*, by Edna Sibley Tipton, is, as the title indicates, an entirely different kind of book. It does not qualify as reading in the usual sense, either for summer or for any other time, but it is, by the nature of its subject, especially timely in vacation season. The author, who writes for juvenile magazines, has collected into this volume her favorite suggestions for successful children's parties. The directions are so simple that any child can follow them, and the parties are unique, wholesome, and inexpensive. One bit of advice about birthday parties merits quotation: "Unless handled right, birthday parties tend to make children selfish. . . . Instead of permitting guests to bring gifts to host or hostess, let it be known that each child may bring a gift for some poor child. These may consist of discarded toys or they may consist of newly purchased articles."

## THE OLD KNIGHTS PASS

BY CLARA SEAMAN CHASE

"Oh, how about a good old book—  
'The Talisman,' perchance?"  
Instant the boy flung back his head,  
High scorn flashed from his glance.

"Nothing at all about old knights!  
I'm tired of chivalry stuff—  
And poems and mouldy essays, too—  
In school I have enough.

"Just give me something real instead—  
A book that's up-to-date!"  
(I saw the plumes of the old knights pass,  
And wished them kindlier fate.)

King Arthur and good Sir Walter,  
Inspire some modern pen  
To lead the eager boys today—  
Young knights, tomorrow's men!





## Mrs. Cope Answering

**Question**—*What would you advise for a child in second year high school who has a head full of practical sense but does not care for school, and says, "I'd rather have horse sense than book sense."*

Perhaps the school life is too formal and academic. Boys and girls are interested in life, its possibilities, problems, and adventures, but they are sometimes obliged to learn rules, work out impractical problems, and memorize dead facts. You can help put life into academic subjects by supplementary work in the home. See that the child has opportunity to read interesting biography and fiction relating to the period of history he is studying. If the subject is science arrange a room or a corner at home where some experiments in electricity, botany, or biology may be worked out. Enrich the course of study by field trips, nature hikes, star gazing, visits to museums, factories, and industrial plants. Try to connect these with the work of the school. Broaden the school program with some courses which call for activity and handwork such as manual training, cooking, sewing, mechanical drawing (depending upon whether the child is a boy or girl). Sports, glee club, dramatics, band practice, and athletics help to keep up an interest in the school.

Talking over school subjects at home makes them more attractive, especially if the parents add some interesting incidents.

A high school education is much to be desired. It helps the growth and development of the child's powers and efficiency, and lays the foundation for a rich and full life. Let the child realize that in life we must do some things which are dull and uninteresting in order to reach our goal in business, homemaking, or a profession. We must all learn to "give up a present pleasure for future gain."

It may be necessary and it frequently is wise to put this type of child in a vocational or trade school where the major courses are of the practical kind, such as dressmaking, millinery, shop

work, and pattern making, supplemented by English, civics, and other academic subjects.

Do not be overanxious about some of the remarks of high school students. These young people are often a mixture of surprises and contradictions. However, always be willing to listen, encourage confidence, and try to understand and help them.

**Question**—*Our son of nine has asthma and often wakes up at night. When we are alone he goes right back to sleep but if we have company he starts to cry, fuss, and scream until every one has gone. We are so mortified. I shall be so grateful for any help you can give me.*

Place the child under professional care to relieve the asthma. Since he goes back to sleep when you are alone and cries when there is company it seems evident that the company disturbs him. A child whose sleep is interrupted because of illness needs all the help he can get to obtain his rest. Perhaps you could put him in a room far enough removed so that he would not hear the conversation of the guests. Could not the friends visit you in a more quiet way so as not to disturb the child's sleep or at a more suitable time?

Someone has said, "If children are worth having, they are worth a little inconvenience." The home schedule should be adapted to the needs of the child. This does not mean that the child be an autocrat or that every one else in the home be made uncomfortable. But children are entitled to care and protection. This is especially true in the case of your child who is ill. When he is again in a normal, healthy condition he will probably not be so sensitive to the presence of other people.

You need not feel mortified about his crying, for when your friends realize the situation they will be only too glad to cooperate with you in making the child comfortable.

**Question**—*My daughter of fifteen does not want to go to Sunday school any more. She says it is uninteresting. What would you advise me to do?*

Girls and boys of this age frequently desire new experiences. A deeper religious feeling is awakening within them and the Sunday school perhaps does not entirely satisfy that need, so they want a change. Daughter is old enough now to attend the regular church service and participate with her parents and other adults. Perhaps later on she may return to the Sunday school and join a more mature group.

Let her take part in the young people's work of the church where a program is offered to meet the needs of adolescent boys and girls, and to provide an outlet for religious expression. Perhaps Daughter would like to sing in the choir. Many boys and girls of the teen age experience a satisfaction and joy in this part of the church service.

There are also groups of young people in the church who are organized for the purpose of social service, promoting fellowship, visiting the sick, and helping in the care and decoration of the church. This phase of the church work finds a ready response in the altruistic spirit of youth.

If your church offers none of these opportunities, perhaps with the help of your minister you could organize some of the activities here suggested and thereby help other boys and girls.

**Question**—Should I wean my thirteen-month-old son from the bottle? He gets condensed milk, two bottles a day but more at night. I give him orange and prune juice, soup, egg, cereal, bread, and mashed potato. He is so fond of his bottle.

You have made a good selection of food for your son. Give him a baked potato sometimes in place of mashed potato. Whole wheat bread is more nutritious than white bread. He could also have milk toast.

He is old enough to get along without a bottle. Begin by substituting a cup of milk slowly sipped or taken with a spoon in place of a bottle feeding. Do this gradually until he takes all his milk from a cup. Some children refuse a bottle after they drink milk from a cup, so perhaps you can do away with it immediately. Use fresh milk, raw, if the supply is good and pure, otherwise pasteurized milk may be used. Keep the bottle out of sight to help him forget about it.

Many children at a younger age than your son sleep through the night without any feeding. You may find it necessary to give a ten o'clock feeding for a while, but try to get him to sleep the rest of the night without any more. Give him plenty of water to drink during the day.

A pretty cup and spoon are inducements to take milk from a cup.

(Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)



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